ABSTRACT

MEDLOCK PAUL, CASEY MICHELE. Critical Literacy Pedagogy: Establishing the Factors of Critical Literacy Instruction Through a Mixed Methods Approach. (Under the direction of Dr. Hiller A. Spires).

Though prior research has examined critical literacy through qualitative case studies, no known study has been conducted on a cross-case mixed methods exploration of the practices used to teach critical literacy. Furthermore, in the literature, critical literacy is typically described as a theory rather than a practice. This study employed a mixed methods exploratory sequential design (qual+QUAN) to operationalize and validate the construct of critical literacy as teacher practice and determine the factors of critical literacy instruction. The first phase of the study explored 20 teacher educators and K-12 teachers' definitions of critical literacy and the ways they teach the construct in the classroom. Findings revealed 6 factors of critical literacy pedagogy: Relevant, Reflexive, Deconstructive, Dialogic, Empowering, and Transformative. From these findings an instrument was developed that collected data regarding teachers' instructional practices. The second phase utilized the instrument to quantitatively collect data and determine the factors of critical literacy pedagogy by using Confirmatory Factor Analysis (CFA). Results from the second phase indicated a 7-factor structure, with the 6 factors from the qualitative phase confirmed and a 7th factor, termed *Intersectional,* discovered. Model fit was excellent (CLI = .95; TLI = 0.94; RMSEA = .05, SRMR = .05; $\alpha = 0.89$).

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Critical Literacy Pedagogy: Establishing the Factors of Critical Literacy Instruction Through a Mixed Methods Approach

by
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DEDICATION

To all of my students, who inspired me to do more for education.

BIOGRAPHY

Casey Medlock Paul earned her B.A. in English and Spanish from Samford University in Birmingham, AL. Following her undergraduate career, she decided to pursue her M.A. in Second Language Acquisition and Teaching, with a focus on Spanish. After obtaining her M.A., Casey taught high school Spanish for 3 years. In 2015, she decided to return to graduate school to pursue her Ph.D. in Curriculum and Instruction, with a focus on literacy and English language arts. Her research interests revolve around promoting social justice and equity in classrooms through critical literacy and digital literacy.

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CHAPTER 1 - INTRODUCTION

Language is not neutral; it is, as Foucault (1972) stated, “the power which is to be seized” (p. 123). As Shor (1999) noted, language determines who we are and the kind of society in which we live. In today’s world, with social media networking, false news, biased news, and our increased connectivity to all of these sources, we consistently hear and are affected by powerful discourses (Janks, 2012). Moreover, we sustain these dominant discourses, often unconsciously (Janks, 2012).

Dominant discourses that are distributed in today’s society tend to perpetuate inequity based on race, ethnicity, gender, nationality, sexuality, language, and class. As we maintain these discourses, we also sustain systemic inequity. Through these discourses privilege and resentment are reproduced, which serves the dual function of protecting those in power and continuing to oppress those who are not (Janks, 2012).

Shor (1999, para. 1), nevertheless, indicates that “discourse is not destiny.” He suggests that we can re-present ourselves and redesign our society by analyzing and questioning discourses, power relations, and identities. “This is where critical literacy begins,” Shor writes, “in a world not yet finished, just, or humane” (para. 1)

Background and Research Area

As an educational concept, critical literacy “connects the political and the personal, the public and the private, the global and the local, the economic and the pedagogical, for rethinking our lives and for promoting justice in place of inequity” (Shor, 1999, para. 2). It promotes critical engagement with consuming and reproducing meaning, requiring students to question whose meanings should count and whose should be disregarded, as well as who benefits from certain meanings and who does not (Janks, 2012). Pedagogically speaking, teachers of critical literacy

prepare students to act with greater understanding and awareness in daily life, in addition to academics (Mitchell, 2006, p. 42).

Teaching critical literacy is vitally important in today's world, which is rife with injustice and inequity. Recent examples of hate crimes based on race, sexuality, and religion are easy to find, along with data that shows the disparity between the poorest and the richest. However, "critical literacy is usually described as a theory with implications for practice rather than a distinctive instructional methodology" (Behrman, 2006, p. 490) and it lacks "a consistently applied set of instructional strategies that would mark it as a coherent curricular approach" (p. 490). Though there are many barriers in place that may prevent many teachers from engaging in critical literacy pedagogy (e.g., lack of curriculum choice, negative parent and/or administrator feedback), critical literacy pedagogy is also difficult for teachers to incorporate and implement in their classroom due to the lack of identified practices that promote critical literacy. As a result, this research seeks to remove the latter barrier by validating the practices of critical literacy pedagogy to better understand how critical literacy is taught in a classroom setting.

Theoretical Framework

Critical literacy is situated within the sociocultural paradigm (Vygotsky, 1978), viewing literacy as social practice (Gee, 2014). Within the sociocultural paradigm, critical literacy is based on multiple theories (Luke & Woods, 2009). First, critical literacy is informed by postmodernism and poststructuralism, which reject the idea of a singular absolute truth or objective reality (Derrida, 1982; Foucault, 1969) and deconstruct binaries (Derrida, 1982), such as oppressor and oppressed (Freire, 1970). Second is the most well-known theoretical base, critical theory (Freire, 1970), which seeks to critique ideological, social, and political forces of society in order to liberate the oppressed people and transform society. Additionally, the theory

of intersectionality (Collins, 1990) also informs critical literacy pedagogy, as teachers must explore how characteristics of one's identity—such as gender, race, and class—intersect on a personal, communal, and institutional level. Lastly, culturally relevant pedagogy (Ladson-Billings, 1992; 1995) informs critical literacy pedagogy, as teachers of critical literacy must be inclusive of students' cultures and identities as well as adopt multicultural practices. These theories are explained further below, as well as how they relate to critical literacy pedagogy and to each other.

Postmodernism and Poststructuralism. Critical literacy rests on the idea of the postmodern historical condition, in which existence is "marked by fragmentation, incoherence, and the lack of a stable center or foundation for experience" (Berlin, 1993, p. 249). Capitalism, television, and internet technology have resulted in consistent sensory stimuli that seeks to sell a service or product. Life is marked by rapidity: fast cars, fast foods, fast trends (Berlin, 1993). No longer is life centered around the present, but rather past and present, local and international are jumbled together to create a "detachment of life from the concrete material and social conditions of our own historical moment" (p. 250).

Poststucturalism, the theory of knowledge and language that is rooted in postmodernism, rejects Enlightenment-era rationality and positivist thought, instead positing that knowledge is socially constructed and subjective (Foucault, 1972). This theory also purports that truth and knowledge are products of history, society, culture, and politics, as well as economics. With postmodernism's rejection of any grand, master narrative (Lyotard, 1984) through which we can make sense of our world, poststructuralism also rejects structuralism's emphasis on the system of meaning—the value, order, and names society and culture give to items—in favor of the individual interpretation. Rather, the poststructuralist view holds that culture cannot be separated

from meaning, and rejects the idea of traditional hierarchical binaries (such as male/female; Derrida, 1982). Due to culture's influence on ideas and texts, one cannot understand ideas or texts without understanding the culture from which they come (Foucault, 1972). In this way, poststructuralism has influenced critical literacy, which also views texts as cultural entities and binaries as culturally held beliefs which should be questioned, analyzed, and transformed.

As Foucault (1971; 1977) noted, humans use language to name, categorize, and order their realities and social worlds. Through this use of language, people are able to make sense of and structure their reality. Nevertheless, as language is a social construction that is a result of social relations, this structure is inherently related to politics and power (Berlin, 1993). As a result, "all language use is inherently interpretative, all texts are involved in invention, in the process of meaning formation" (Berlin, 1993, p. 258).

Given that meaning is constantly in flux, the language structure—the names, categories, and order—can be analyzed through various discourses. As part of critical literacy, students must recognize that:

> The different language practices of social groups are inscribed with ideological interpretations of experience that reinforce versions of what really exists, what is really good, and what is politically possible. The discourse of each and every social group tacitly instructs its members in who they are and how they fit into this larger scheme, as well as providing an interpretation of the scheme itself. (Berlin, 2003, p. 258)

In analyzing language, students of critical literacy must deconstruct assumptions, histories, and grand master narratives created by society and culture which create the false idea that words, experiences, ideas, items, etc., may have a singular meaning, also known as multiplicity. Students must question all narratives, recognizing that all are created by humans

and none are superior to others—including any new narratives the students may create. Rather, there is no universal or absolute knowledge regarding the world and human experience. Instead, all stories require questioning and analyzing.

To engage in this problematization, students must be self-reflexive, acknowledging how their narrative fits in with the master narrative as well as how it differs. They must become aware of the paradoxes and contradictions present in their own narratives as well as the master narrative. This self-reflexivity enables students to question and challenge the values, hierarchies, traditions, and histories of culture, as well as how these cultural aspects have influenced the student as an individual.

Finally, after analyzing and critiquing master narratives, students may create new narratives. Again, these cannot be assumed to be superior to any other; rather, they are an alternative form of understanding the world, society, and history. With these creations of narratives, students begin to engage in the transformative work of critical literacy. However, students must seek to redistribute power to marginalized people and create a more equitable narrative in order to truly engage with critical literacy.

Poststructuralism's influence on critical literacy is most notably seen within the study of rhetoric. As Berlin (1993) noted, rhetorical studies should examine "all reading and writing practices within their historical context" and examine "the ways language serves as mediator in the negotiations of individuals within their economic, political, and cultural moment" (p. 253). Specifically, he stated that teachers must be willing to escape the "sacred canon of literary texts" (p. 261) and examine the signifying practices of societies in reading and writing in a variety of sources in order to "explore [the role of reading and writing] in consciousness formation within concrete historical conditions" (p. 261). To do this, students must learn about the political, social,

economic, and social conditions of historical time periods as well as of other cultures. They must analyze the intended audience of a text, as well as how they were received historically and in the present. Furthermore, students should read cross-cultural texts to explore a variety of interpretative practices.

Critical theory. Critical literacy has its roots in critical theory, which developed from the Frankfurt School of Critical Social Theory, founded in 1923. Critical social theorists desired to liberate the oppressed by bringing awareness of how institutions work to perpetuate a dominant culture. According to these theorists, through "criticism of oppression and exploitation," (Kellner, 1989, p. 46) a more equitable and socially-just world could be attained (Delaney, 2007).

Like critical social theory, critical theory revolves around critiquing historical, ideological, and social forces of a culture in an attempt to transform society through words, language, and actions (Wood, Soares, & Watson, 2006). Such ideas are seen in Paulo Freire's (1970) works, in which he advocated for "a dialogical approach to literacy based on principles of reciprocal and dialectical exchange" to reconcile "binary relationships of oppressed and oppressor, teacher and learner" (Luke & Woods, p.10).

In *Pedagogy of the Oppressed* (1970), Freire described using dialogue to free the oppressed and transform society. According to Freire, an adult literacy teacher, these liberatory teaching methods were central to literacy instruction. Cervetti, Pardales, and Damico (2001) note that Freire's work merged education with critical social theory.

This merge can be seen in Freire's perspective of reading. He claimed that the reader should be actively involved in the task (Norris et al., 2012), instead of a passive recipient of information, like is seen in the "banking model" of education. Readers should not simply absorb

the words in a text; rather, students must question and analyze the information presented consistently, determining which information is worth integrating into their existing knowledge. As Luke (2012) noted, "technical mastery of written language...is a means to broader human agency and individual and collective action—not an end in itself" (p. 5-6). Luke (2012) further explicated: "'Reading the word,' then, entails 'reading the world' (Freire & Macedo, 1987), unpacking myths and distortions, and building new ways of knowing and acting upon the world" (p. 5).

Critical pedagogy (Lankshear & McLaren, 1993) developed out of Freire's (1970) work in Brazil, and is used to apply critical theory to the classroom. Using critical pedagogy to teach critical literacy involves "working with learners to use language to name and 'problematize' the world" in order to "take everyday ideological constructions of social relations, of class, race, and gender relations, and to question them through reading, writing, and dialogue" (Luke & Woods, 2009, p. 12).

Intersectionality. Intersectionality (Crenshaw, 1989) is another idea born from critical theory. Originally, Crenshaw (1989) coined the term *intersectionality* in regards to the interaction of race and gender, particularly with Black women. Over the last few decades, however, intersectionality has expanded to include class and sexual orientation among other characteristics.

As Collins (1990) notes, intersectionality builds on Freire's notion of deconstructing the binary of oppressor and oppressed by recognizing that people can simultaneously be an oppressor and oppressed. Furthermore, intersectionality acknowledges that there are multiple levels of oppression, specifically, personal, communal, and institutional.

The personal level of oppression refers to an individual's experiences, values, emotions, etc. can act as a form of oppression. As Collins (1990) notes, no two individuals are alike. As a result, intersectionality makes room for the exploration of individual stories and worlds can both reinforce and counter systems of oppression.

Systems of oppression can also manifest within the community. Collins (1990) states that each person is rooted in cultural contexts that overlap. For example, an individual has a race, gender, social class, age, and sexual orientation. These communities give meaning to an individual's experiences, and they also serve to reinforce ideas that may counter or enact systems of oppression.

The third level of oppression is within social institutions, such as schools, churches, the media, etc. These institutions are typically controlled by the dominant group in a culture and represent the group's interests. These institutions ensure that the dominant ideology is perpetuated, while also offering ways to develop personal empowerment for those who are marginalized.

Collins (1990) notes that by examining systems of oppression through the matrix of domination, we can not only better understand oppression but create new ways to counter it. Once we understand the level of oppression and how it is manifested in our communities and institutions, we are empowered to embrace our humanity through all levels and develop self-definitions instead of simply believing the ideas handed to us by the oppressors.

Culturally relevant pedagogy. Culturally Relevant Pedagogy (Ladson-Billings, 1992; 1995) frames instruction as inclusive to the cultures of the students in the classroom and involves multicultural education (Banks, 1993). Teachers' instruction must incorporate students' cultures and funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992). As Ladson-Billings (1995)

noted, culturally relevant pedagogy should “produce students who can achieve academically, produce students who demonstrate cultural competence, and develop students who can both understand and critique the existing social order” (p. 474).

Ladson-Billings (1995) developed a theory of culturally relevant pedagogy. In her research, she found that culturally relevant teachers share a similar conception of themselves as well as others; structure social relations in a specific manner; and hold a certain conception of knowledge.

In regards to the conception of self and others, culturally relevant teachers believe all students are capable of succeeding academically. They viewed their pedagogy as an art in development, “always in the process of becoming” (Ladson-Billings, 1995, p. 478). Culturally relevant teachers view themselves as members of the community in which they teach, and through their teaching are able to give back to the community. Lastly, the teachers did not ascribe to the banking model (Freire, 1970) of education, but rather viewed “teaching as mining” (Freire, 1974, p. 6) in which they extracted knowledge from the students.

Ladson-Billings (1995) stated that culturally responsive teachers create social relationships that help them engage in this type of pedagogy. Specifically, teachers create student-teacher relationships that are reciprocal and equitable. There was no ‘sage-on-the-stage;’ rather, the teacher learns alongside the students and creates a collaborative, constructive “community of learners” (Ladson-Billings, 1995, p. 480). Furthermore, the teacher does not jeopardize any relationship by having favorites; rather, all students are expected to excel and are acknowledged for their individual talents and intelligence.

Finally, culturally relevant teachers have specific views of knowledge, learning, and assessment. Rather than knowledge being static, it is constructed and shared and must be

examined critically. To facilitate learning knowledge, teachers must be passionate about it and scaffold it for their students. Lastly, teachers should use multiple forms of assessment in order to utilize diverse forms of student abilities.

Culturally relevant pedagogy forms an important part of critical literacy as teacher practice. Teachers must view knowledge as constructed and be critical about what they teach and why. Social relationships are key to providing students a safe space in which they can confront biases—including their own—and question culturally accepted norms and knowledge. Teachers must believe that students bring knowledge with them into the classroom and are capable of achieving critical literacy. Finally, teachers must design curriculum and instruction to be representative of diverse cultures and ethnic groups, so that students can see themselves in the curriculum as well as be exposed to different groups other than those present in the classroom.

Theoretical foundation of Critical Literacy Pedagogy. The need for critical literacy relies on the assumption that we live in a postmodern world, in which capitalistic ventures and mass media market identities, societal rules, and norms to individuals. Just as the capitalistic ventures and mass media market identities, societal rules, and norms to individuals, they also sell cultural stereotypes to individuals. The stereotypes are then perpetuated through societal discourse, resulting in continued privilege and systemic inequity. Critical theory allows for the transformation of postmodern society and perpetual oppression through education. Through dialogic practices and poststructural critique of society and its power systems, all students are positioned to master discourse practices that enable them to reconstruct texts and discourse to be more equitable and to change society.

To deconstruct the postmodern reality and better understand ourselves and our society within the classroom—with the end goal of transforming society—students must be taught to

analyze society, culture, and history in a post-structural way—through the deconstruction of language. Since language is a social construction that is the result of social relations, its structure is inherently related to conflicts, confusion, (Agger, 1991), politics, and power (Berlin, 1993). As a result, “all language use is inherently interpretative, all texts are involved in invention, in the process of meaning formation” (Berlin, 1993, p. 258). For this reason, students must deconstruct text to surpass the surface level meaning; the underlying interests, values, and power relations beneath the text—which refers to written text as well as communications technology, media, simulation, and the screen (Baudrillard, 1994)—must be explored. Not only can the reader deconstruct the rhetoric of a text, but also the underlying assumptions. Through poststructuralist dissection of texts and discourse, students can deconstruct the societal ideas and grand narratives that have been marketed to them, as well their identities, to discover how they fit—and do not fit—within the grand narratives.

In considering how this is done within a single classroom, culturally relevant pedagogy (Ladson-Billings, 1995) and intersectionality (Collins, 1990) offer a range of practices and attitudes that a teacher needs to teach critical literacy. As postmodernism/poststructuralism and critical theory necessitate, a teacher must view knowledge as socially constructed, not positivistic, and reject the banking model of education. As a result, the teacher must value students’ lives and experiences and view these as an integral part of instruction and learning. Teachers must explore how these experiences play into systems of oppression on a personal level, as well as within the school and community. Furthermore, the teacher must provide a space where students can be represented the classroom, instead of feeling “othered” or oppressed by a Eurocentric curriculum. Lastly, the teacher must encourage the poststructural questioning, analyzing, and critiquing of societal norms so that students, especially those who have been

traditionally marginalized, dissect societal inequity and oppression, gain access to the culture of power, and ultimately transform society to be more socially just through the reconstruction of text and discourse. Teachers must also deconstruct the traditional oppressor/oppressed binary, embracing the matrix of domination (Collins, 1990) and the idea that students can simultaneously be oppressed and an oppressor. See Figure 1.1 for a visual representation of how these theories inform and underlie critical literacy pedagogy.

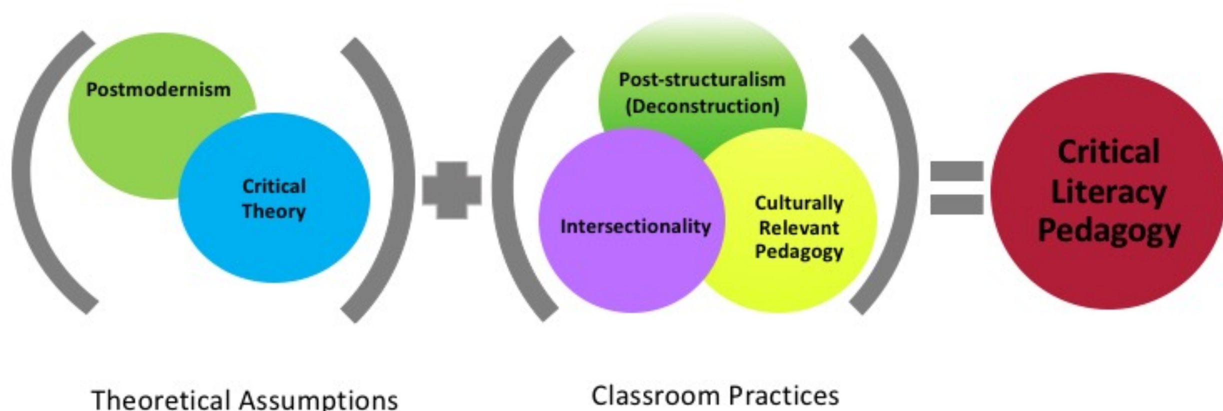

Figure 1.1. Theoretical foundation of critical literacy pedagogy.

In my attempt to theoretically explain critical literacy pedagogy, I have created a generalized abstraction of what is in actuality an intricate process that occurs between a teacher and his or her students. My theoretical understanding of critical literacy pedagogy is informed by theories of society, culture, language, knowledge, pedagogy, as well as past and current research across multiple classrooms and within individual ones. While theories are useful in their generalizability, we cannot evade the idea that each teacher and each class of students operates differently and separately.

Subjectivity Statement

My passion for critical literacy and critical research stemmed from my personal experiences in education. Growing up, I attended a public K-12 school in a rural, working class town that struggled to provide a high-quality education to its students. My high school ranked number 301 out of 365 Alabama high schools in 2004. To put this ranking in a nationwide perspective, in 2006, my senior year, Alabama was ranked 48th in the nation in academic achievement as a whole.

As a result, college was very difficult for me at first. I had received a thoroughly working class education, well-suited for the small Southern town in which I lived. I was never taught to think, but rather to memorize facts for a test and promptly forget them later. College was my first experience in which I first encountered the mainstream, middle-class education—filled with interrogation, rational dialogue, and personal opinions, very much unlike my previous schooling. According to Schutz (2008), my experiences were not atypical:

> The tensions between middle-class and working-class ways of being can become especially intense when working class people go to college. College can involve "a massive shift . . . requiring an internal and external 'makeover'" (Lucey, Melody, & Walkerdine, 2003, p. 285).

After discovering my inability to be critical, and subsequently learning to be so from my college education, I was impassioned to provide a high quality education for all students in all places. After receiving my teaching licensure and master's degree, I taught high school Spanish for three years. I spent two years working in a high poverty, high minority school in which the students came from widely diverse backgrounds and one year at a suburban, middle-class school.

Throughout my three years spent in the classroom, I witnessed first-hand the inequity present in our nation's public school system.

The time I have spent in rural, high-poverty, and diverse schools has driven me to educate students to be critical of the world around them in an attempt to see injustice and inequity transformed. To achieve this aim, I believe teaching critical literacy is necessary. As a result, I am researching instructional intervention methods to help traditionally marginalized and low-achieving students become actively and critically engaged in school. For this reason, I am currently studying critical literacy as teacher practice in order to better understand how teachers can implement this type of instruction in their classrooms.

Worldview paradigm. A researcher must declare his or her worldview in order to be transparent with the frame he or she brings to the research. I view knowledge as socially constructed, and I apply a critical frame to that knowledge. I critique society and culture, as well as the binaries and ideologies these constructs purport. I actively endeavor to question, analyze, and critique power relations in an attempt to transform them and disseminate power more equitably to all.

As a researcher, however, I identify as pragmatic. I believe the research questions should determine the methods used. As a result, I intend to use the methods needed to answer my research questions and to achieve my goals. Because of this, I chose a mixed methods exploratory sequential design, as this seemed the best design to answer my research questions.

Summary

I understand that my worldview paradigm influences my research and that I must take steps to bracket my experiences and views in order to adequately analyze data. Additionally, each of the content theories in this section inform the research into critical literacy, although to

different degrees and in different ways. However, it seems that, theoretically, critical literacy has five points: a) using the students' cultures, experiences, and identities to drive instruction and curriculum choices (Culturally Relevant Pedagogy); b) intentionally including and representing multicultural perspectives, especially those not present in the classroom (Multiculturalism); c) viewing reality, truth, and knowledge not as objective, but rather as socially constructed and relative, and in turn, viewing the cultural knowledge of students as equally valid as other cultural narratives (Postmodernism); d) challenging and deconstructing traditionally established binaries, as well as incorporating historical and social contexts when analyzing text (Poststructuralism); and e) transforming society by critiquing and re-presenting the historical, social, and ideological forces of a culture by re-presenting traditionally marginalized groups and re-distributing power in a more equitable way (Critical Theory).

Purpose Statement

The purpose of this study was twofold: to define the construct of critical literacy as teacher practice and to create a scale that in future research will collect data regarding teaching practices that build students' critical literacy. Many have claimed that critical literacy is important and urgent for all classrooms, especially those with diverse students (Luke, 2016; Norris, Lucas, & Prudhoe, 2012). However, teachers may struggle to implement critical literacy as it is not clearly defined in the literature and there is no consensus on instructional methodology. To define the construct of critical literacy and determine the elements of critical literacy instruction, I used a mixed methods exploratory sequential design. This design involves gathering qualitative data to explore the construct of critical literacy as teacher practice then gathering quantitative data to see if the qualitative findings can be generalized to a larger sample.

The first phase of the study, the qualitative phase, was used to operationalize the construct of critical literacy and determine teachers' methods for incorporating critical literacy into their instruction. I conducted interviews with a maximum variation sample of researchers, teacher educators or teachers of critical literacy from across the U.S.

The second phase, which was quantitative, was employed to develop a scale that collects data regarding teaching practices that build students' critical literacy. For this phase of the study, I used findings from the qualitative data to develop a measure that could be distributed to a large sample to validate the construct of critical literacy pedagogy, as well as determine its underlying factor structure.

I recognize the irony of using quantitative measures—typically associated with positivism—to develop a scale on critical literacy pedagogy, a concept based on postmodernism/poststructuralism and critical theory—paradigms which are founded upon the rejection of positivism. Nevertheless, by adopting a mixed methods approach, I am using what has been termed as a third paradigm (Johnson, Onwuegbuzie, & Turner, 2007) that seeks to mediate between the two polarities of qualitative and quantitative research. I do this in the poststructural vein of breaking down binaries so that the two paradigms may dialogue with each other and form a "living interaction" (Bakhtin 1934-5/1989, p. 276) by which new understanding of the construct of critical literacy pedagogy can be created. Neither pure experience, described by the qualitative, nor pure structure, enumerated with the quantitative, is sufficient to understand the construct.

Furthermore, I do not seek to reduce critical literacy pedagogy to a discrete list of teaching practices. True to its postmodernist roots, critical literacy pedagogy should not be defined within strict boundaries, as it then might lose what has been termed "critical." Instead,

I—much like Ladson-Billings (1995) with Culturally Relevant Pedagogy—seek to identify a continuum or range of pedagogical practices, rather than fixed behaviors that teachers must use in order to teach critical literacy. As Ladson-Billings (1995) noted, "the need for these theoretical understandings may be more academic than pragmatic" (p. 478). Nevertheless, as both a researcher and an educator, I desire to make critical literacy pedagogy better understood by scholars and more accessible to practitioners who desire to teach students critical literacy.

CHAPTER 2 – LITERATURE REVIEW

There is no consensus on the definition of critical literacy. In their review of over 30 years of literature, Lewinson, Flint, and Van Sluys (2002) were unable to find a consistent definition. Comber (2001) acknowledged that "critical literacy resists any simplistic or generic definitions because its agenda is to examine the relationships between language practices, power relations, and identities" (p. 271). Critical literacy has been described as an "attitude" (Luke, 2000, p. 454) and an action which involves redesigning texts (Janks, 2000) and transforming society (Luke, 2012). Shor (1999) defined critical literacy as "language use that questions the social construction of the self" (p. 2). Luke (2012) delivered a more nuanced definition, stating that critical literacy is "the use of technologies of print and other media of communication to analyze, critique, and transform the norms, rules systems, and practices governing the social fields of everyday life" (p. 5, as cited in Luke, 2004). Norris, Lucas, and Prudhoe (2012) specified that critical literacy involves analyzing the relationship between the author and the reader, examining social and political influences, and encouraging social action leading to change. Christensen (2017) noted, in more practical terms, that critical literacy means "students probe who benefits and who suffers, how did it come to be this way, what are the alternatives, and how can we make things more just?" (p. 17). Wood, Soares, and Watson (2006) admitted critical literacy was an "abstract concept, best defined and achieved by strategic instructional practices" (p. 56). Wolfe (2010) provided a simpler definition, stating that critical literacy is "the development of critical or 'resistant' reading skills" (p. 370).

Perhaps more usefully, Comber (2001) describes what critical literacy is not. She states:

> It is not being negative or cynical about everything. It is not political correctness. It is not about censoring the bad books and only reading the good books. It is not indoctrination.

> It is not developmental. It is not about identifying racism, sexism, prejudice, and homophobia somewhere else or in texts that have little relevance for the readers. It is not whole language with social justice themes. (271-272)

While most definitions do have common themes, such as the critical analysis of a text for author bias and social and historical perspectives (Luke, 2012; Norris et al., 2012), many researchers differ on how critical literacy relates to social action and transformation. While some researchers (e.g., Luke, 2012) feel transformation is an integral part of critical literacy instruction, others (e.g., Wolfe, 2010) feel transformation is part of critical pedagogy, which is not necessarily part of critical literacy. Given the variation in the definition of critical literacy, however, this research endeavors to better define critical literacy in terms of teacher practice.

Critical Literacy/Literacies

Although critical literacy is often used in the singular form, some researchers have pluralized the term to emphasize the various ways individuals may use critical literacy. For example, Comber (2001) pluralized the term and defined it as "people using language to exercise power to enhance everyday life in schools and communities" (p. 1). According to Comber, critical literacy in practice involves children's existing abilities to conduct critical analysis and expose them to different repertoires of language practices that they do not already possess. Furthermore, Comber (2001) also often uses the term in a global way, noting that critical literacy is specific to location, and therefore is pluralized when discussing multiple locations. The term is also used in the plural in Campano, Ghiso, and Sánchez (2013), as they conceptualize critical literacy within the "critical practices that people already engage in by virtue of their legacies and identities" (p. 102). Although there are various types of literacies under the umbrella of critical literacy (i.e. critical media literacy, digital literacy) and numerous social literacies or discourses

(e.g., dominant, marginalized, feminist, localized; for more examples, see Heath, 1983), this paper explicitly deals with *critical literacy.* In this paper, this term relates to the repertoire of practices to explore and name issues of power expressed in language in an attempt to transform that language, the texts written in it, and ultimately the society that reads those texts to be more equitable and just. Within this research, critical literacy is explored within a single locale, the U.S.

Frameworks and Models of Critical Literacy

To make critical literacy more adaptable to classroom practice, several researchers have developed models and frameworks to guide instruction (for a summary, see Table 2.1). Freebody and Luke (1990) developed the Four Resources Model, which includes four roles that the reader must undertake to be successful. These roles are not independent or sequential. As a *code breaker*, the reader decodes words to understand the text. The *text participant* explores the text's meaning. As *text user,* the reader examines the larger purpose the text fulfills. Finally, the *text analyst* enacts critical literacy to explore author bias, the reason why they wrote the text, and how the text seeks to manipulate its audience. Jones (2013) added a fifth role to this model that focused on "identity, power, and entitlement" (p. 219).

Table 2.1.

Summary of Frameworks and Models of Critical Literacy

Framework/Model	Author(s)	Year	Components
Four Resources Model	Freebody & Luke	1990	Reading texts involves:

Table 2.1. (Continued)

			• Code Breaker • Text Participant • Text User • Text Analyst
Four Dimensions	Lewison, Flint, & Van Sluys	2002	Instruction involves: • Disrupting the commonplace • Interrogating Multiple Viewpoints • Focusing on sociopolitical issues • Taking action and promoting social justice
Domination, Access, Diversity, Design Model	Janks	2000	Instruction involves the interdependence of: • Domination • Access • Diversity • Design
Principles of Critical Literacy	McLaughlin & DeVoogd	2004	Critical literacy focuses on: • Issues of power while promoting reflection, transformation, and action • The problem and its complexity • Uses dynamic techniques that adapt to the content in which they are used • Examining multiple perspectives
Instructional Model of Critical Literacy Practices	Ciardiello	2004	Instruction includes: • Examining multiple perspectives • Finding one's authentic voice • Recognizing social barriers and crossing borders of separation • Regaining one's identity • Listening and responding to the "call of service"

In their review of 30 years of literature, Lewinson et al. (2002) created their own framework of critical literacy that consists of four dimensions. The first dimension, *disrupting*

the commonplace, involves problematizing existing knowledge as a product of history in order to see experiences from a new lens. The second dimension involves *interrogating multiple viewpoints* in order to explore one's own perspective as well as others' who may have different viewpoints. The third dimension, *focusing on sociopolitical issues*, examines power issues, literacy as a political practice, and the social and political influences that affecting the written text and its interpretation. The last dimension is *taking action and promoting social justice,* which entails using language to exercise power and to challenge practices of domination. Though many focus on this fourth dimension when discussing critical literacy, Lewison et al. (2002) stressed that the final dimension cannot be implemented unless the other three dimensions are employed to build the new understanding that the fourth dimension requires.

Janks (2000) approached critical literacy differently, stating that it is the interdependence of four components: domination, access, diversity, and design. Domination involves seeing language and discourse as means of perpetuating power structures and oppression. Access confronts domination as teachers must provide students with access to dominant forms while taking care to not promote the domination. To incorporate diversity, teachers must create an inclusive classroom that "ensures that students' different 'ways with words' have a place in the classroom" (p. 177 citing Heath, 1983). Design is most similar to Lewinson et al.'s (2002) fourth dimension and involves using semiotic systems to challenge and transform existing Discourses (Gee, 2014). Overall, Janks' (2000) framework offers a detailed breakdown of critical literacy instruction. Furthermore, in her article, Janks (2000) includes a table that illustrates why each component is necessary. Although I feel Janks' (2000) framework is clearer, it is still very similar to Lewison et al.'s (2002) framing of critical literacy.

In addition to the aforementioned models and frameworks, McLaughlin and DeVoogd (2004) developed their own principles of critical literacy. One of these is to focus on issues of power and authorship, in which the reader can examine how the author has the power to name and depict the problem. Another principal is to promote reflection, transformation, and action, in which the reader uses their own power to question the author's perspective and reflect on whose perspective may be missing. This may prompt the reader to re-present the people the author marginalizes, and in doing so, work to transform society. Critical literacy also necessitates that readers investigate problems and their complexity by refusing to accept an essentialist view. Rather, readers must thoroughly examine all the complexities of an issue and see it from varying perspectives. Lastly, teachers of critical literacy must utilize techniques that are dynamic and adapt to the situations in which they are used. In other words, teachers must reflect on their instruction and adapt their critical literacy instruction to their students and what is happening in their classes (McLaughlin & DeVoogd, 2004). The inclusion of adaptive instruction is what separates McLaughlin and DeVoogd's (2004) principles of critical literacy from Janks' (2000) and Lewison et al.'s (2002) frameworks. Otherwise, the three are very similar.

An instructional model that features similar aspects to the aforementioned models (Janks, 2000; Lewison et al., 2002; McLaughlin & DeVoogd, 2004), was developed by Ciardiello (2004). In this model, he lists five literacy practices that can help a reader question and challenge a text. The five practices are "examining multiple perspectives, finding one's authentic voice, recognizing social barriers and crossing borders of separation, regaining one's identity, and listening and responding to the 'call of service'" (p. 138). Ciardiello notes that underneath these five practices is the "democratic vision of fair play and justice for all people" (p. 138-9). Additionally, Ciardiello also developed a protocol for incorporating critical literacy practices in

the classroom. Unlike Janks (2000) or Lewison et al. (2002), Ciaridiello's (2004) model features a visual and seems more of a step-by-step process that students may go through as they engage with critical literacy. Furthermore, Ciardiello (2004) includes the aspect of individual voice and identity, which is missing from Janks (2000) and Lewison et al. (2002).

Another framework for critical literacy was created by Morgan and Ramanathan (2005), who developed a tool-kit for teaching critical literac(ies) in courses that focus on using English for academic purposes. Their tool-kit contains four ways a teacher can incorporate critical literacy in the classroom. They note that teachers can use "narratives/autobiographies to link personal experiences with sociohistorical and institutional power relations" (p. 156) as well as utilize "the juxtaposition of texts in ways that question and subvert received disciplinary knowledge" (p. 157). They explain that teachers can pluralize and denaturalize "dominant cultural codes and historical representations," (p. 157) as well as use multimodal and semiotic strategies to engage multiple perspectives and identities, allowing students to recreate and re-present issues in different ways.

Like the definitions of critical literacy, many of these models and frameworks have similar themes. For example, although many researchers (e.g., Ciardiello, 2004; Janks, 2000; Lewison et al., 2002; McLaughlin & DeVoogd, 2004) use different terms to refer to social action or transformation, they all include this in some way in their framework or model. Freebody and Luke's (1990) Four Resources Model seems to focus more on the cognitive aspects of reading, as they include *code breaking*. This also makes this model seem more appropriate for early readers than middle or high school students, who typically do not explicitly focus on "code breaking" when reading.

Pedagogical Approaches to Teaching Critical Literacy

Applying critical literacy to the classroom has resulted in a variety of approaches. Luke and Woods (2009) note that some teachers and researchers have used text analysis approaches such as critical discourse analysis, which is a political derivation from systemic-functional linguistics (SFL; Halliday & Martin, 1993), to incorporate critical literacy in classroom practices (Fairclough, 2001; Luke, 1996). Critical discourse analysis differs from what Luke and Woods (2009) call critical pedagogical approaches, which "entails working with learners to use language to name and "problematize" the world-that is, to take everyday ideological constructions of social relations, of class, race, and gender relations, and to question them through reading, writing, and dialogue" (p. 12). Nevertheless, Luke and Woods (2009) note that critical pedagogical approaches and text analysis approaches are not mutually exclusive.

Though Luke and Woods (2009) offer a summary of ways critical literacy has been implemented into classrooms, numerous other studies have explored using specific strategies to teach critical literacy. Research has shown that teaching critical literacy is possible at the elementary level (e.g., Campano, Ghiso, & Sánchez, 2013; Morrell, 2008), middle school level (e.g., Maples & Groenke, 2009) and high school level (e.g., Harouni, 2009). Research has also explored using critical literacy in the various disciplines (Morrell, 2008), with at-risk students (Lesley, 2008) and with ELLs (Chun, 2009). Most of these are case studies involving one particular class and teacher, and, at times, a single text (e.g. Chun, 2009; Harouni, 2009; Maples & Groenke, 2009). Past literature reviews have performed cross-case comparisons of studies at the middle school (Stribling, 2008) and high school level (Behrman, 2006), generating general themes that previous studies used to teach critical literacy. Some of these will be discussed below, along with the strateg(ies) and/or texts that were used.

In an attempt to synthesize the research, I have organized the studies by the main component used to teach critical literacy. For example, studies that use texts as the primary means of incorporating critical literacy in the classroom appear under "text-based critical literacy instruction." Studies that have highlighted the use of discussion in critical literacy instruction appear under "discussion-based critical literacy instruction." Others which note the use of dialogic teaching appear under "dialogic teaching and instruction." Lastly, I explore how research has engaged with the idea of transformative work in the classroom.

Text-based critical literacy instruction. Based on the literature, text-based critical literacy instruction has four elements: purposefully selecting texts, conducting read alouds with texts, incorporating supplementary texts, and using multimodal texts.

Purposefully selecting texts. Many studies note the importance of text selection in teaching critical literacy. Selecting appropriate texts is a key component that teachers and researchers use to incorporate critical literacy in classrooms (Morrell, 2008). Leland and Harste (2000) even developed a system for selecting texts to engage students in critical discussions in the classroom.

In one article on using read alouds to foster critical literacy, Peterson and Chamberlain (2015) noted that they purposefully chose a text set that dealt with culture, language, ethnicity, and race to provide students with diverse topics and perspectives. They state that "not all of the books held positive representations of cultures, which allowed the children to problematize and wrestle with the ways the texts were positioning them" (p. 235). In another study, Lewison et al. (2002) examined how one fifth grade teacher, who was new to teaching critical literacy, discovered that reading texts specifically about social issues led students to be more involved in

discussion (Lewison et al., 2002). Souto-Manning (2009) explained how she used multicultural children's books to start conversations around social issues.

Conducting read alouds with texts. In many studies, elementary teachers use read alouds to incorporate critical literacy in their lessons. When considering the sociocultural perspective of the read aloud, one must consider the social interactive patterns that the teacher facilitates during the read aloud (Peterson & Chamberlain, 2015; Sipe, 2000). It is important that teacher's pay attention to the questions asked during the read aloud as well as student responses. These questions and answers are particularly significant when considering read alouds that promote critical literacy. Interactive read alouds for critical literacy have been defined as "whole group discussion contexts in which teachers facilitate conversations about social issues embedded in pieces of children's literature" (Peterson & Chamberlain, 2015, p. 232). This differs from the traditional read alouds in which the teachers merely ask students to co-construct meaning from the text, make connections between personal experiences and the text and share predictions about the story (Barrentine, 1996; McGee & Schickendanz, 2007).

Several studies have examined teachers' use of interactive read alouds as a way to foster critical literacy instruction with elementary students (e.g. Leland, Harste, & Huber, 2005). Souto-Manning (2009) read aloud three different versions of *The Three Little Pigs* to help first grade students better understand how different texts and authors can provide multiple perspectives of the same issue. These ideas were then applied to issues of racial segregation with read alouds of other books. Chafel, Flint, Hammel, and Pomeroy (2007) read *Tomas and the Library Lady* to two different groups of students in a multiage classroom and found that students were able to more deeply discuss the issues in the book when they could make a personal connection to the topic. Similarly, when Peterson and Chamberlain (2015) examined the use of read alouds with

4th graders in a bilingual classroom, they found that students used the discursive technique of personalizing the text by drawing personal cultural connections to the text and using their knowledge and experiences to connect to sociopolitical issues found within the text.

Incorporating supplementary texts. Many studies have investigated how teachers use non-canonical texts to supplement traditional readings to help students gain a critical perspective of texts by questioning authorship (Behrman, 2006). Moreover, students who are typically not interested in traditional texts may become more engaged and better be able to relate to canonical texts (Morrell, 2000; Wolfe, 2010). For example, Glenn (2008) explored how three young adult literature novels, *Gossip Girl* (von Ziegesar, 2007), *The Insiders* (Minter, 2004), and *The A-List* (Dean, 2003), could be used in combination with canonical literature such as *The Great Gatsby* (Fitzgerald, 1925), *The Grapes of Wrath* (Steinbeck, 1937), or *Great Expectations* (Dickens, 1861), as they all deal with similar themes of entitlement, disparity of class and race, empty relationships, and conspicuous consumption.

Nevertheless, teachers could benefit from book lists that pair traditional texts with supplementary texts. A list that includes books dealing with specific topics for certain age groups could also be useful to teachers. Such lists would enable teachers to have a resource to go to in which they could easily find a text to accompany a lesson they are already teaching.

Using multimodal texts. Many researchers have also acknowledged the affordances that multimodal texts can offer teachers as they attempt to incorporate critical literacy in their instruction. In fact, as Morrell (2000) notes "critically reading media texts needs to be an important component of any critical literacy education" (p. 212). Researchers have explored in detail how teachers might do this. For example, Dunkerly-Bean and Bean (2015) explained how using multimedia text sets can help students engage in critical literacy in a global, cosmopolitan

way. Perttula (2017) documented a teacher who use videos and films to engage students in critical literacy. This teacher had students analyze these multimodal texts as both composers and viewers to explore issues of race. Bigelow (2001) demonstrated how the classic computer game *Oregon Trail* could be analyzed to promote critical literacy.

Delaney's study (2007) also offers a great example of how including multimodal texts as a supplement to traditional print texts can help engage middle-school students in critical literacy. The goal of Delaney's (2007) lesson was to show students how texts can be used to present a specific message to a specific group of people; to do this, Delaney (2007) used a 1942 World War II propaganda movie along with the textbook description of the event and other resources found online.

Another study (Harouni, 2009) used Wikipedia to teach students about issues of authorship and questioning the reliability of texts. Harouni replaced photos on certain Wikipedia pages that he used to teach a lesson during class with pictures of a teacher from his school. In Harouni's lesson, he shows students how easily one can edit texts on Wikipedia, and encourages discussion on why Wikipedia is not a reliable source. He also explored other issues, such as how students can know when a source is reliable, since high schoolers often do not—or cannot—use academic, peer-reviewed journals or other such articles which are scrutinized before publication.

Another type of multimodal text that has been used to incorporate critical literacy is graphic novels. Chun (2009) demonstrated how one graphic novel, *Maus* (Spiegelman, 1980), was used with high school ELL students. By using this text, ELL students were able to connect their life stories within the within the societies and institutions in which they grew up. Furthermore, Chun connected the text to current instances of stereotyping, racism, and racial profiling, which resonated with her ELL students.

Discussion-based critical literacy instruction. Westheimer and Kahne (2004) note that students "must develop the ability to communicate with and learn from those who hold different perspectives" (p. 243). Furthermore, learning to hear and understand various viewpoints is a foundational aspect of critical literacy in various frameworks and models (e.g. Lewison et al., 2002; McLaughlin & DeVoogd, 2004). One of the ways to engage students in this type of learning is to use class discussion (Leland, Harste, Ociepka, Lewison, & Vasquez, 1999).

Applebee (1997) notes that when designing curriculum, teachers must consider the conversations they want their students to have, instead of focusing on the concepts they want to introduce to the students. He argues that the concepts will develop with discussions around real world issues and the content they are studying. One example of designing a curriculum this way is provided by Maples and Groenke (2009). In their study, Maples and Groenke (2009) used a discussion scenario activity (McCann, Johannessen, Kahn, & Flanagan, 2006) to guide students' discussion of "Who is an American?" Through the exploration of their own and other classmates' views, students reflected on and thought critically about their previously held beliefs and stereotypes. Souto-Manning (2009) also discusses the importance dialogue played in her lesson. She notes that "the classroom dialogue about the book is as important as, if not more important than, reading the book itself" (p. 65).

Dialogic teaching and modeling. In addition to designing curriculum based on the conversations teachers want their students to have, teachers can also ask specific questions to guide students' discussion. This dialogic teaching method is one that was espoused by Freire (1970) and Bakhtin (1981). Exactly how dialogic teaching should be used in a classroom to promote critical literacy is unclear in the literature. Some researchers have created questions that teachers can use while conducting critical literacy lessons. For example, Wood et al. (2006)

listed questions a teacher can ask middle school students to foster critical literacy. Another set of questions was provided by McLaughlin and DeVoogd (2004); in this list they included questions for both visual and print sources.

Although several studies allude to the idea that teachers incorporate critical literacy through questioning their students, or what I am terming here as dialogic teaching, few chronicle in detail how teachers do this. However, in one study, Jones (2013) explained how a first-grade teacher found that the students were unable to critically analyze texts on their own. The teacher was able to help the students think critically about the Henry and Mudge series by asking "What would you change?" and modeling potential answers to this question (Jones, 2013, p. 212). Similarly, Chafel et al. (2007) explored how children conceptualize poverty by reading *Uncle Willie and the Soup Kitchen*, a text dealing with poverty, and then asking children to draw pictures in response to the story. The teachers had the children talk about their drawings and then asked them "What does being poor mean to you?" Wolfe (2010) also gives an example, through quotes, of how a professor used dialogic teaching with her pre-service teachers.

Although dialogic teaching is often used at the secondary level, few studies specifically discuss how teachers question students to teach critical literacy. For example, although Souto-Manning (2009) mentions that she listened to her students and engaged in dialogue with them, she does not specify how she did so and she only provides brief examples of questions asked in quotes from her interactive read alouds. Future research should endeavor to provide more detail into the types of questions teachers ask and how they ask them to encourage students to critically analyze texts and discuss them in a way that fosters critical literacy.

Transformative instruction. A core tenet of critical literacy is the idea of *praxis* (Freire, 1970), or transformative action that seeks to make society more equitable and just. How this

should be done remains debated in the literature, however. Janks (2000; 2010) argues that harnessing the power of multiple semiotic systems and using them to counter and transform Discourses (Gee, 2014) through design is this *praxis,* or reflection plus practice, as Nieto (2008) and Morrell (2008) describe it. However, Wolfe (2010) argues that social action or *praxis* is part of critical pedagogy, which she distinguishes from critical literacy. In her research on student teachers, she presents this component as optional to critical literacy instruction. Instead, she emphasizes the "understandings of power as process" (p. 381) as central, stating:

> If power is a process that is multiple and highly contextual, and not a product to be given to students (we do not *give* empowerment or voice), then educators must understand how power is inscribed in the lives of student teachers…it can be seen as part of the process of coming to understand how power relationship with the university instructors, cooperating teachers, and students must be negotiated. (p. 381, emphasis in original)

Undoubtedly including social action for transformation in a curriculum can be difficult. Nevertheless, there are different ways of interpreting what social action means. Researchers have demonstrated various ways of incorporating transformative work with their students, some of which will be discussed next. With these myriad examples, it is clear that future research should better define what transformative action looks like in the classroom.

Countertexts. Some researchers have used the production of countertexts as a way to redesign narrative and re-present certain marginalized people. For example, Chun (2009) shared how students could write their own autobiographies to contextualize their lives within the institutions and societies in which they grew up. Enciso (2011) examined a similar idea in which immigrants and non-immigrants engaged in fictional storytelling to represent everyday realities and relationships between students and their community. In Campano, Ghiso, and Sánchez's

(2013) study, fourth-grade students investigated why African Americans were not represented in their community's historical media, even though African Americans constituted a large majority of their town. Some of the students chose to create projects that told the historical accounts of African Americans in the community to represent this previously excluded perspective in the historical documents.

Multimodal countertexts. Students can also use multimodal texts to produce countertexts. Chun (2009) also mentioned that students could recreate their own family narratives using multimodal texts, aided by computer software. Hall (2011) shared how three African American women used digital storytelling to "re-imagine their social worlds" and "re-present themselves" (p. 7) by incorporating aspects of their culture, personal identity, and experiences in the digital story. Perttula (2017) observed a classroom in which the students created their own videos as research project, which allowed the students to connect their personal experiences with their classroom and community. In their projects, students were able to capture school and community members' voices by interviewing people for their research projects. Ultimately, countertexts, both print and multimodal, enable students to utilize their own identities in voices to represent alternative perspectives and marginalized people who are often not represented.

Student-choice inquiry. Other studies have chronicled how using student-choice inquiry projects helped them redesign historical stories. Delaney (2007) wrote about using a student inquiry project with middle-schoolers to foster students' critical literacy. This project instructed students to read from a critical perspective and also contained a student-choice research project. Students chose topics which related to their heritage or which interested them. After inquiring into their chosen topic, students presented their findings through skits. The skits included various

activities such as reenactments of the Hiroshima bombing using toys. According to Delaney (2007), this project allowed students to “express their interpretations of the media, texts, and Internet information they accessed” (p. 33).

Though inquiry products can be a great final, transformative action assignment, inquiry can also be a great way to implement critical literacy throughout the curriculum. By having students ask their own critical questions and explore various perspective on the topic, they can guide their own critical inquiry that leads to social action. Few research studies, however, have examined the use of inquiry as a method to incorporate critical literacy into the classroom.

Social action. Teachers have also had their students enact change at both the school and community level. For example, when Souto-Manning’s (2009) students realized that only students of certain demographics were pulled out of class for either gifted or special education services—which resulted in these students missing class—the students took action to change the status quo. The students convinced their principal to allow students receiving special services to remain in the classroom. Specialty teachers pushed into the classroom to teach lessons and provide enrichment.

Comber and colleagues (2001) detailed how students took action at the community level in order to change their neighborhood. The students lived in a dilapidated neighborhood, and the teacher was concerned that the state of the neighborhood might affect how students thought about themselves. The teacher helped the students use various media to explore the state of the neighborhood and develop solutions to make the area better. The students were able to share their solutions with representatives who could make these changes.

Based on critical theory, these social action components are the desired goal of critical literacy instruction. However, purposefully incorporating these types of activities can be

challenging for teachers. Furthermore, as seen in the two examples discussed, students typically need to decide to take action--and what action to take--based on what they have learned. As such, activities such as this are difficult to plan. More research is needed into how teachers can incorporate social action less extensively. Furthermore, future studies should examine the administrator-parent-teacher relationship to see what support is needed to engage in projects such as those taken on by Souto-Manning's (2009) and Comber et al.'s (2001) students.

Summary

Research has shown that teachers have dedicated a lot of time to learning to teach critical literacy (Chafel et al., 2007; Leland et al., 2005; Lewison et al., 2002; Thomas, Hall, & Piazza, 2010). Moreover, as shown in this article, teachers have used a vast amount of approaches to teach critical literacy. However, given the great amount of research that has been published on critical literacy, little effort has been made to synthesize the research and develop a cohesive, clear curricular approach. This literature review has endeavored to synthesize the many methods used to teach critical literacy. Based on the findings, more inquiry into how teachers implement critical literacy in classrooms without the inference of a researcher was needed, as most often the researcher is lesson planning with a teacher and helping them conduct the lesson. At times, the researcher is the teacher (e.g., Souto-Manning, 2009). As a result, these research seeks to inquire into how educators teach critical literacy without a researcher's influence. Finally, this research attempted to define critical literacy as teacher practice, since there is such a variety in the existing definitions, models, and frameworks. Ultimately, this research will allow teachers to better understand critical literacy and apply this important type of instruction in their classrooms.

CHAPTER 3 – METHODS

To explore critical literacy instruction, I used a mixed methods exploratory sequential design (qual+QUAN; see Figure 3.1) with parallel sampling. A mixed methods design was chosen since this research paradigm allows qualitative and quantitative research to be combined in order to explore participants' individual experiences with the construct and then generalize those findings to a larger sample (DeCuir-Gunby & Schutz, 2017; Johnson, Onwuegbuzie, & Turner, 2007). Since my research questions asked both "how" and "what," mixed methods seemed an appropriate approach (Creswell & Plano Clark, 2011). Since the goal of my study was to quantitatively operationalize and validate critical literacy and create a scale, this study utilizes a quantitative priority (Creswell & Plano Clark, 2011).

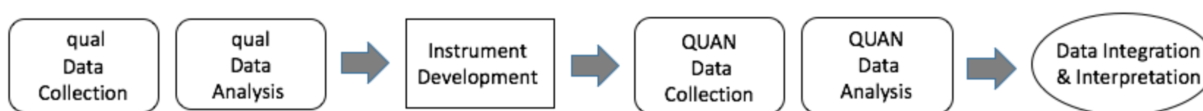

Figure 3.1. Mixed methods exploratory sequential design, as employed in this study.

Mixed methods research has been defined differently throughout the literature. However, Johnson et al. (2007) attempted to construct a definition by researching past definitions used by mixed methods researchers. They concluded:

> Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p. 123)

Since mixed methods allows researchers to collect different types of data as well as use various analysis techniques, it can assist in minimizing the weakness of solely qualitative or quantitative approaches (DeCuir-Gunby, 2008). Furthermore, mixed methods is particularly appropriate for instrument design (Benson & Clark, 1982; DeCuir-Gunby, 2008; Vogt, King, & King, 2004; e.g., Kerkhoff, 2017), which was the purpose of this study. For these reasons, I determined that mixed methods would be the best approach to conduct this study, in which I intend to use qualitative and quantitative approaches to operationalize and validate the construct of critical literacy as teacher practice, as well as determine the factors of critical literacy instruction.

I chose the exploratory sequential design as I was seeking to first explore the construct through qualitative methods and then use quantitative methods to generalize the findings to a larger sample. The exploratory sequential design involves gathering qualitative data to explore the construct of critical literacy as teacher practice and then gathering quantitative data to see if the qualitative findings can be generalized to a larger sample. The first phase of the study, the qualitative phase, operationalized the construct of critical literacy and determine teachers' methods for incorporating critical literacy into their instruction. The second phase, the quantitative phase, developed a scale that collects data regarding teaching practices that support students' critical literacy. This phase of the study used findings from the qualitative data to develop a measure that could be distributed to a large sample to validate the construct of critical literacy and determine the factors of critical literacy instruction. See Figure 3.2 for the procedures and products for each stage of the research design.

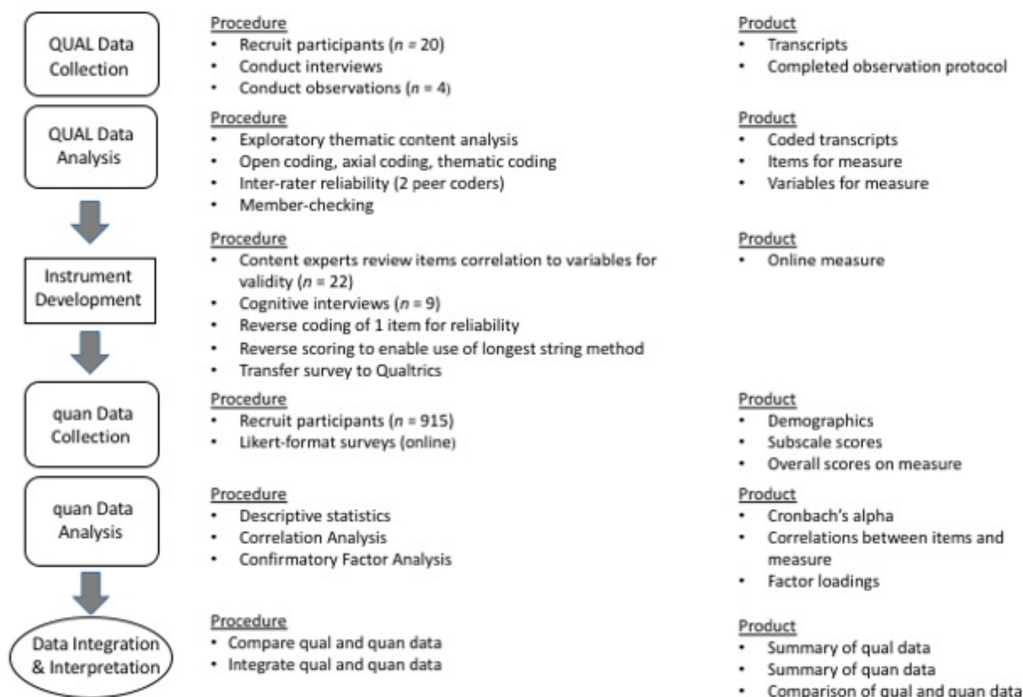

Figure 3.2. Procedures and expected products for each stage of the research design.

Research Questions

The overarching research question for this study is: How can critical literacy and critical literacy instruction be operationalized? There were three guiding questions as well:

How do researchers, teacher educators, and K-12 teachers define critical literacy? (qual)

How do teacher educators and K-12 teachers teach critical literacy in their classrooms? (qual)

What is the underlying factor structure of a scale that assesses critical literacy pedagogy? (QUAN)

Qualitative Research Methods

Research context and participants. I conducted interviews first. After the interviews, I conducted classroom observations to triangulate the data gathered during the interviews.

Interviews. For this study, I used a maximum variation sample of 20 teacher educators and teachers of critical literacy from across the U.S. (see Table 3.1 for information regarding participants). Vogt, King, and King (2004) argue "experts" are researchers of the construct and people in the target population who have worked with the construct. For this reason, the term *experts* is defined as teacher educators and teachers of any discipline who have experience with critical literacy. Inclusion criteria involved having prior education on critical literacy and/or teaching critical literacy based on the practices identified in the literature review as well as the critical theoretical framework (i.e., critiquing political, social, and/or ideologies in an attempt to transform society into a more equitable and just place in some way). Participants discussed a lesson where they felt they taught critical literacy so that I could verify that they taught the construct. To determine this, I examined whether the lesson they described fit within the theoretical framework of critical literacy pedagogy. For example, I verified that participants' lessons included teaching in a culturally relevant way, constructing knowledge with students, deconstructing texts to examine issues of bias and power, and/or reconstructing texts or employing social action to work towards equity. Participants' lessons and interviews indicated there was a range of critical literacy practices being employed, as well as a range of expertise in the subject matter. Nevertheless, all participants had experience with the construct and offered constructive information regarding teaching critical literacy in their classroom. All participants were recruited by email (see Appendix A and B for teacher and expert recruitment letters, respectively). Some participants recommended other teachers that the researcher should contact.

Table 3.1.

Further Information on Participants

Name	Race	Gender	Age	Years in Ed.	Subjects/ Grade Levels Taught	Highest Degree Level
Ivan	W	M	32	7	Teacher Educator Former 6-12 Social Studies	Master's Pursuing Ph.D.
Clara	W	F	30	8	Teacher Educator Former 9-12 ELA	Ph.D.
Pauline	W	F	58	18	6-8 ELA	Master's Pursuing Ph.D.
Harleigh	A.A.	F	29	5	9-12 Math	Bachelor's Pursuing Master's
Maria	W	F	34	9	Teacher Educator Former 6-12 ELA	Ph.D.
Roberta	W	F	31	7	Teacher Educator Former K-5	Master's Pursuing Ph.D.
Margaret	W	F	60	35	6-12 ELA	Master's
Sterling	A.A.	M	52	18	6-12 ELA & Social Studies 9-12 Administrator	Master's
Olivia	W	F	41	12	College/University, Composition and Writing	MFA Pursuing Ph.D.
Ricky	W	M	39	17	College/University, Linguistics	Ph.D.
Jenny	W	F	26	1	9-12 ELA	Master's

Table 3.1. (Continued)

Devon	W	M	37	13	6-8 Social Studies	Master's Pursuing Ph.D.
Shawna	A.A.	F	N/A	15	9-12 ELA	Master's
Isabel	W	F	30	9	9-12 ELA & Social Studies	Master's
Terry	W	F	43	16	Teacher Educator Former K-5	Ph.D.
Ernest	A.A.	M	50	21	9-12 Social Studies	Master's
Polly	W	F	46	16	K-5 Former 6-12 English	Master's
Phillip	W	M	35	12	Teacher Educator Former 9-12 English	Ph.D.
Lola	L	F	44	10	K-5	Master's
Quinn	W	M	40	20	Teacher Educator Former K-5, 9-12 English	Ph.D.

Note All names are pseudonyms; W = White; A.A. = African American; L = Latinx; M = Male; F = Female.

Observations. After I finished coding the interviews, I conducted observations of 4 teachers (20% of my sample) who had participated in the interviews and were conveniently located to me. I observed Pauline and Devon's middle school English and history classes and Isabel and Ernest's high school English and history classes. All schools were public. See Table 3.2 for descriptive data regarding the schools (retrieved from NCES, 2016). Isabel and Ernest worked at the same school, so only three schools are described.

Table 3.2.

Descriptive Data Regarding School Observations

School	Classification	Percentage Minority Students	Percentage Free/Reduced Lunch
Southside Middle	Rural: Fringe	70%	81%
Weston Middle	City: Large	40%	28%
Marley High	City: Large	58%	26%

Data collection. Data collection processes will first be discussed for the interviews and then for the observations.

Interviews. I conducted 20 semi-structured interviews that were 30 to 45 minute with each participant either virtually or at a convenient location of the participant's choosing. During the interviews, I adopted a constructive approach, ensuring the teachers that they were the experts on the subject of critical literacy, and I was there to glean knowledge from them. See Appendix C for interview protocol, which was designed by considering the questions I wanted to ask as well as using a similar study that had been previously conducted to develop a scale on a different topic (Kerkhoff, 2017). I chose to use a semi-structured interview protocol, as many methodologists suggest the researcher should be prepared to adapt the protocol in response to how the interview proceeds (e.g., Creswell, 2013; Merriam, 2009). While all participants were asked the same questions, they were not asked in necessarily the same order. Some participants were also asked to elaborate on certain topics. Before interviewing participants, I asked for permission to record the interview. Interviews were recorded using a personal recording device. Interviews were transcribed by a professional transcription service.

Observations. I used the observation data to triangulate the findings from the interview data. I contacted the teachers and asked them for permission to observe them teaching in order to support the data gathered in their interviews. I did not ask to observe any particular type of lesson; rather, I stated that I wanted to see the teacher interacting with the students as they did on a regular basis. I did request that I not observe on days when there were tests or quizzes. All teachers were open to me observing at any time. As a result, I chose dates that worked with my schedule and informed the teachers a few days ahead of time that I would be observing. In all observations, I sat in the back of the classroom and did not participate in any activities.

Data analysis procedures. Different data analysis procedures were used for the interviews and observations. The analyses are described below.

Interviews. The first phase of data analysis employed a 3-cycle iterative coding process (Saldaña, 2009). See Figure 3.3. Eight *a priori* codes were developed from the literature review, which included purposeful text selection, conducting read alouds, textual analysis, inclusion of supplementary texts, inclusion of multimodal texts, discussion-based teaching, dialogic teaching, and transformative instruction through text reconstruction and/or social action. Throughout the interview process, I took notes while conducting interviews to help inform the next stage of coding. I conducted an exploratory thematic analysis to examine the themes that were emerging as the data was being collected, in addition to noting the themes occurring that aligned with the *a priori* codes.

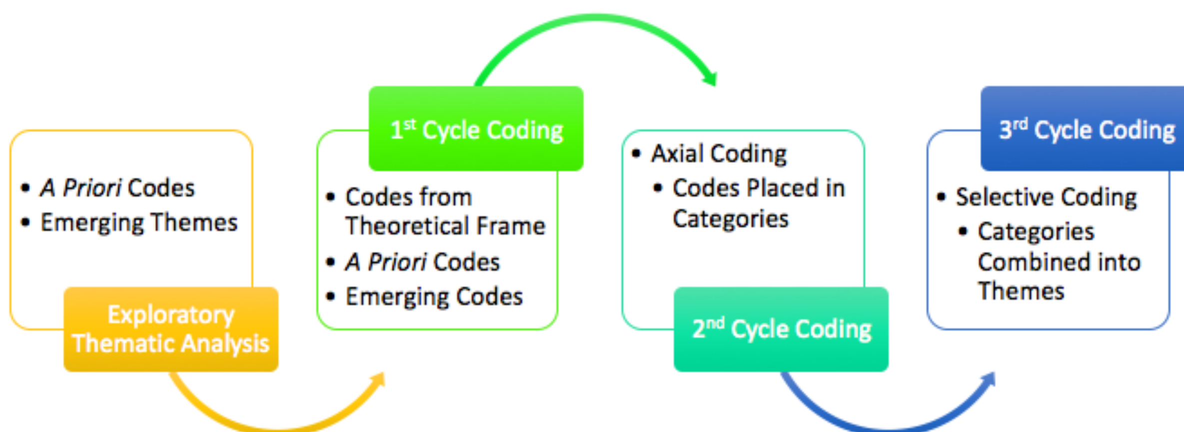

Figure 3.3. Iterative coding cycle used to code interview data.

Following the transcription of the interviews, I began the first cycle of coding the data, first identifying participants' statements that aligned with elements of the theoretical framework (postmodernism, post-structuralism, critical theory, or culturally relevant pedagogy) to be sure the underlying theoretical framework was supporting the data. I continued to code the data using the *a priori* codes developed from the literature review. Finally, I coded the data to identify any emerging codes, constantly comparing (Glaser & Strauss, 1967) the transcripts with each other and returning to previously coded transcripts when new codes emerged from other participants' interviews. Quotes were digitally highlighted in the transcript; all quotes were and codes were inputted into an Excel spreadsheet, which served as a master coding list throughout the open coding phase. At the end of the first coding cycle, 350 quotes and phrases had been identified from the data, with approximately 70 different codes identified. After viewing the codes, some codes were collapsed that were similar. At the end of the open coding process, 58 different codes had been identified, with 8 *a priori* codes included (conducting read alouds was omitted, as no

teacher explicitly mentioned this as a practice, although it is assumed some elementary teachers may read aloud books they have purposefully selected to their students).

Next, I engaged in the second cycle of coding (Corbin & Strauss, 1990) to reduce the codes to categories to help organize the codes. In the stage of coding, codes were placed in the categories of teachers' beliefs/knowledge, teachers' pedagogy, teachers' behaviors/practices, teachers' views on the purpose of education, and teachers' evaluative practices.

I then engaged in third cycle of coding using selective coding (Corbin & Strauss, 1990). Within each category, the same 6 themes were found, revealing that critical literacy pedagogy is relevant, reflexive, dialogic, deconstructive, empowering, and transformative. Since this research revolves around the pedagogical practices that teachers engage in to teach critical literacy, I chose to focus on the categories of teachers' pedagogy, teachers' classroom behaviors, and teachers' evaluative practices for this study. In future research, I intend to explore how teachers' beliefs/knowledge and views on the purpose of education influence critical literacy practices. As a result, all examples in Table 3.3 are from the categories of teachers' pedagogy, teachers' classroom behaviors, and teachers' evaluative practices. See Table 4 for sample quotes, codes, categories and themes.

Table 3.3.

Sample Quotes, Codes, Categories, and Themes from Qualitative Analysis

Quote	Theory	Code	Category	Theme
Texts that are intentionally chosen so that there will be something that the child is most likely to identify with. So diverse choice in our texts and more real world examples.	Culturally Relevant Pedagogy	Diverse Texts	Pedagogy	Relevant
But I want them—that to be based upon what knowledge they've acquired. But I want them to be able to keep in mind their own background. Cause I know that they way they're raised, their experiences, etc. impacts how they read.	Postmodernism/Poststructuralism Culturally Relevant Pedagogy	Self-Awareness	Pedagogy	Reflexive
So you need to be able to adapt and understand all those perspectives while trying to strive for a common goal.	Postmodernism/ Poststructuralism	Multiple Perspectives	Pedagogy	Dialogic
You need to look at primary sources. You need to look at secondary sources. And you need to decipher what are they talking about? You know if they you know if it's a language that's hard to understand so you can	Postmodernism/Poststructuralism	Analyze Text	Pedagogy	Deconstruct-ive

Table 3.3. (Continued)

understand what was going on during the time.				
It comes back to sort of understanding and interacting with sort of the racial systems of oppression and how they manifest in the classroom and particularly writing and reading and how you can try to sort of counteract or resist those oppressive systems in the classroom and as they co-occur with the language and our understanding of what literacy is.	Critical Theory	Focus on Power/ Privilege/ Oppression	Pedagogy	Empowering
We try to find ways to incorporate...some of these concepts of how to apply what we've learned in the modern world to improve it on occasion. It sort of culminates with the project in the 4th quarter where they actually do something and go out there and write letters or start a social media campaign or collect money for this organization or start a boycott or whatever it is.	Critical Theory	Social Action	Pedagogy	Transforma-tive

Observations. In all observations, I took copious notes on my laptop in my observation protocol document (see Appendix D), which enabled me to code occurrences as they happened as well as explain the context of class activities. While in the class, I examined the classroom to

see the type of environment the teacher had created, noting how the classroom might promote critical literacy learning. Three of the four classrooms contained photos and objects of multicultural people; the classroom that did not did not have photos of any people but instead motivational posters with statements and animated characters. Observations supported interview data; teachers conducted their classrooms in the way they had described, and no new codes were developed.

Reliability and validity. To increase validity and reliability of my qualitative research, I followed rigorous methods. By using multiple participants' statements to corroborate findings, as well as observations, I triangulated my data. To address reliability of the codes, two peer coders reviewed the codebook, quotes from interviews, codes, and themes with an inter-rater reliability rating of 97%. All differences were reviewed by the researcher and examined alongside the codebook. To further increase validity, I used members of the target population (K-12 teachers, teacher educators, and researchers of the construct) to review the qualitative findings, as suggested by Vogt, King, and King (2004), engaging in member-checking with the participants. I emailed all participants a description of the findings, including definitions of the categories and themes I generated from the data. I asked participants to email me if they had suggestions to or alterations of the findings. One participant noted that my original definitions of my themes had not specifically included the reconstruction or transformation of text to be more equitable. The definition of "transformative" was altered to include this suggestion. Another participant suggested that the theme "deconstructive" explicitly mention the deconstruction of grand cultural narratives; I then added this aspect to the definition of deconstructive, as I felt it related to the theme based on data, the literature, and the theoretical frame of

postmodernism/poststructuralism. Other participants approved of the findings; for example, one participant stated "each of those descriptions are essential and you have left out nothing."

To avoid interference from my own biases which could have threatened the validity of my findings, I engaged in reflexivity procedures (Creswell & Clark, 2011). These procedures involved analyzing verbatim interview transcripts, using two peer-coders as aforementioned, bracketing my own beliefs regarding critical literacy teaching, and engaging in peer-debriefing sessions (Onwuegbuzie & Leech, 2007).

Instrument Development

From qualitative findings gathered during the first phase of the study, I developed items for a 6-point Likert scale. Items that involved specific classroom practices with students focused on frequency of use of the pedagogical practices indicated in the item. Each of these items began with the statement "In the most recent semester you taught, how often have you asked your students to…" with answer choices ranging from *never, less than once a month, one to three times a month, once a week, two to four times a week,* to *daily* in regards to teacher practice with students in the past semester. Other questions focused on agreement with statements regarding teachers' assumptions and interactions with students. These statements began with "As a teacher, I…" and had answer choices ranging from *strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, and strongly disagree.* I used this format because I anticipated it would be fairly familiar to participants, which would reduce their cognitive load (Stone, 1978). My survey was designed to have teachers focus on the past semester in order to reduce memory error.

The quotes that were coded during the qualitative study were transformed into items and the themes became the factors. For example, the quote "one of the things that I have done [with

my students] is talk openly about my own implicit biases" was developed into the item *I discuss my implicit biases with my students*. The items and factors, along with the theories of critical literacy pedagogy, were placed in a table of specifications (Benson & Clark, 1982) to assure that the correct number of items per factor and theory were developed. As can be seen in Table 3.4, items from each theory fall under multiple factors, but each theory informs certain factors more than others. For example, culturally relevant pedagogy (Ladson-Billings, 1994) informs the *relevant* factor more than the others, while postmodernism/poststructuralism informs the *deconstructive* factor and critical theory informs the *empowering* and *transformative* factors. The items for the scale can be seen in Appendix E.

I intentionally generated more items than needed in my final scale, as Hinkin (1998) suggests, in order to appropriately sample the construct domain. In the final scale I intended to have four to six items per factor (Costello & Osborne, 2005) in order to thoroughly represent the construct while retaining parsimony (Thurston, 1947).

Table 3.4.

Table of Specifications

Factors	Postmodernism/ Poststructuralism	Critical Theory	Culturally Relevant Pedagogy
Relevant	P17 P32	C5	R1 R2

Table 3.4. (Continued)

			R3
			R4
			R9
			R11
			R18
			R19
			R20
			R21
			R24
			R25
			R28
			R29
			R32
			R35
			R36
			R37
			R38
			R39
			R41
			R42
			R43
			R46
			R47
Reflexive	P7	C8	R7
	P25	C9	R16
Dialogic	P8		R5
	P15		R6
	P18		R8
	P19		R12
	P24		R15
	P33		R27
			R44
			R45
Deconstructive	P1	C1	

Table 3.4. (Continued)

	P2	C10	
	P3	C15	
	P4		
	P6		
	P9		
	P10		
	P11		
	P12		
	P13		
	P14		
	P16		
	P20		
	P26		
	P28		
	P29		
	P30		
Empowering		C2	R10
		C3	
		C4	
		C6	
		C16	
		C17	
		C18	
		C20	
		C24	
		C25	
		C28	
Transformative	P23	C7	R13
		C13	R14
		C14	
		C21	
		C22	
		C23	
		C26	
		C29	

Note: P refers to the item relating to postmodernism/poststructuralism; C refers to the item relating to Critical Theory (Freire, 1970); and R refers to the item relating to Culturally Relevant Pedagogy (Ladson-Billings, 1994). Some item numbers are missing due to deletion of repetitive items when forming the table.

Reliability and validity. I identified content experts from the literature and emailed 28 experts to review my items. Twenty-two content experts reviewed the items and help validate the scale. The content experts were comprised of previous interview participants, teacher educators, and researchers of critical literacy. I provided definitions of the factors so that the content experts could review each item in relation to the factors. The content experts established content validity by placing the items in the rows on a blank table of specifications, thereby ensuring that items were linked with the appropriate factor. (Content experts did not review the items' relation to theory). Content experts reviewed 98 items and chose the factor to which the item belonged. Items with less than 60% agreement were deleted, as this allowed at least 6 items to be retained for each factor. Since Hinkin (1998) suggested that "at least twice as many items as will be needed in the final scales," retaining at least six items per factor ensured that I would measure the construct domain while still being able to delete items in the final phase of scale development. There were 56 items that remained. See Table 3.5 for the revised table of specifications.

Table 3.5.

Revised Table of Specifications Following Content Experts' Validation

Factors	Postmodernism/ Poststructuralism	Critical Theory	Culturally Relevant Pedagogy
Relevant			R1 R9 R20 R24 R25 R33
Reflexive	P7	C9 C27	
Deconstructive	P3 P4 P6 P12 P13 P14 P26 P30 P35		
Dialogic	P15 P24 P29 P32 P33		R36
Empowering		C4 C11 C28 C18 C19 C32	

Table 3.5. (Continued)

Transformative	C23
	C22
	C26
	C29
	C21

Once content validity of all items was validated, I transferred the items into Qualtrics. I conducted cognitive interviews to reduce measurement error and check for clarity of items (Groves et al., 2009; Willis, 2005). Following Willis's (2005) protocol and using think alouds, observation, probing, and questioning (Groves et al., 2009; Willis, 2005; see Appendix F), I interviewed 9 participants: 3 teacher educators who were former teachers (1 elementary, 1 middle, and 1 high); 3 middle school teachers, 2 elementary teachers; and 1 curriculum specialist who was a former middle school teacher. All participants were from the target population (teacher educators and K-12 teachers) and were recruited by email (see Appendix G).

Participants were instructed to think aloud as they took the survey online, noting any confusing items, terms, or answer choices. All participants felt comfortable with this approach. The first 5 participants suggested clarifications for certain terms in the survey and alterations to some items. For example, one participant suggest I list examples of systems of oppression and cultural narratives, so that the meanings of these terms were clear. Following this suggestion, I added "racism and sexism" as examples of systems of oppression, and "the American Dream or the idea that girls wear pink and boys wear blue" as examples of cultural narratives. The last 4 participants had few to no suggestions to be made. I took notes on participants' suggestions.

Revisions were made with participants during the interviews; together, we constructed the items so that they were clear and easy to answer. Only 1 item was deleted, while 1 item and 1 demographic question were added.

Quantitative Research Methods

Research context and participants. In the second phase of the study, I used purposeful and snowball sampling (Bogdan & Biklen, 1998) to obtain the minimum sample size using Gaskin and Happell's (2014) minimum sample size for factor analysis criteria: participant-to-item ratio > 10:1 (Nunnally, 1978) and participant-to-variables ratio ≥ 3:1 if variable-to-factor ration is ≥ 3:1 (Cattell, 1978), with the minimum number of participants being equal to or greater than 200 ($n \geq 200$; Hinkin, 1998). Teacher educators and K-12 teachers from the U.S. were recruited through email, personal networks on social media, and advertisements on listservs of professional networks. Participants had the option to be entered into a lottery for a $250 Amazon Gift Card.

The total number of participants who took the survey was $N = 915$. Not all participants completed the demographic questions, as these came at the end of the scale. For this reason, demographics are unknown for a portion of participants. See Tables 3.6, 3.7, and 3.8 for summary demographic information. In order to generalize the findings of this study to the intended population, K-12 teachers in the United States, I purposively gathered data from teachers of all subjects and grade levels from as many states as possible. Figure 3.4 details the states from which I received data.

Table 3.6.

Summary Demographic Information of Survey Participants

	Elementary	Middle School	High School	Multiple Age Levels	College
Female (n = 497)	94% (n = 134)	85% (n = 85)	74% (n = 155)	31% (n = 31)	82% (n = 19)
White (n = 497)	85% (n = 121)	82% (n = 82)	89% (n = 189)	87% (n = 35)	82% (n = 19)
Public School (n = 497)	94% (n = 133)	97% (n = 97)	95% (n = 198)	84% (n = 33)	91% (n = 21)
Urban Area (n = 497)	15% (n = 21)	14% (n = 14)	26% (n = 53)	23% (n = 9)	26% (n = 6)
Suburban Area (n = 497)	51% (n = 72)	63% (n = 63)	48% (n = 98)	38% (n = 15)	35% (n = 8)
Town/Rural (n = 497)	34% (n = 48)	23% (n = 23)	26% (n = 56)	38% (n =15)	39% (n = 9)

Note. The final analysis employed maximum likelihood. Demographic information represents participants who completed the demographic section in the survey. Two percent of respondents (n = 7) did not respond to the question regarding gender. Four percent of respondents (n = 18) chose “other” or did not respond to the question regarding race. Two participants (0.5%) did not respond to the question regarding their school area.

Table 3.7.

Summary Information Regarding Content Areas Taught by Participants

	ELA	Math	History/SS	Science	Other	Multiple Subjects
Middle School (n = 100)	13% (n = 13)	14% (n = 14)	15% (n = 15)	8% (n = 8)	57% (n = 57)	34% (n = 34)
High School (n = 208)	15% (n = 32)	13% (n = 26)	9% (n = 19)	12% (n = 25)	26% (n = 54)	25% (n = 52)

Note. The category of "other" includes the following subjects: world languages, English as a Foreign Language, art, music, special education, gifted education, drama, physical education, media specialist, and others not listed.

Table 3.8.

Years of Teaching Experience of Participants

	Average	Standard Deviation	Min	Max
n = 495	12.37	9.75	0	40

Note. Teachers were asked to report how many years they had taught prior to the current school year.

Figure 3.4. States represented in sample.
Note. Shaded areas are states from which data was received.

Data collection and analysis. The Qualtrics web survey was open for five weeks. Once the data was collected from the survey, I transferred the data into Stata for analysis. First, I conducted preliminary analyses of the data.

Preliminary data analysis. Means, medians, and standard deviations were examined for the scale. I used the Kaiser-Meyer-Olkin (KMO) test to establish inter-item correlation and item-to-total correlation of the scale. I also examined the eigenvalues and the scree plot (Cattell, 1966). Following this, Pearson's product moment correlations were examined.

Confirmatory factor analysis. Following preliminary analyses, I began (CFA) of the items. Since the qualitative portion of this study determined the *a priori* structure of this scale, I did not need to conduct exploratory factor analysis (Brown & Moore, 2015). Using CFA, I examined each factor of the scale to determine item correlations and goodness of it. Items with low factor loadings were deleted and covariances were added as appropriate. Exploration of each

a priori factor revealed that all items measuring teachers' agreement with statements did not load on their a priori factor. For this reason, I conducted a separate factor analysis on the agreement items. The analysis revealed a seventh factor, termed Intersectional.

Once each factor had a Comparative Fit Index (CFI) equal to or greater than 0.95, a Tucker-Lewis Index (TLI) greater than 0.90, and Cronbach's alpha reliability score of $r > 0.40$ (indicating moderate reliability), I combined all factors into a single scale. I deleted items with low factor loadings and high loadings on multiple factors. Covariances were added that were conceptually sensible. I utilized the Tucker-Lewis index (TLI; Tucker & Lewis, 1973) ≥ 0.90 and comparative fit index (CFI) ≥ 0.95 (Hu & Bentler, 1999) to measure goodness of fit. I also examined the root mean square error of approximation (RMSEA $< .06$; Hu & Bentler, 1999) and the Standardized Root Mean Square Residual (SRMR $< .07$; Hu & Bentler, 1999).

Reliability and validity. The survey was subject to selection bias, response bias, and response variance. As the survey was based on volunteer participation, participants who were more likely to engage in critical literacy pedagogy were more likely to complete the survey. In an attempt to address selection bias, I incentivized participants by offering the opportunity to enter in a drawing for a $250 Amazon gift card and advertised the survey to be about their teaching practices to limit the length of the advertisement, as well as any confusion that may have been caused by the less familiar term *critical literacy*. However, the consent form on the first page of the survey explicitly mentioned critical literacy and may have limited participants to those who knew about or were interested in the construct, as participants were able to refuse consent to the survey or close the survey window and not take the survey.

To address response variance, or unreliable responses, I used a duplicate reverse-coded item and the longest string method. Forty-five participants who responded the same to the

original item and the reverse-coded duplicate item were eliminated. Participants with a string of answers for the first 32 items were eliminated for careless responding, as the 32nd item and the items following had answer choices that differed and reversed from the first 31 items. The longest string method resulted in 311 participants being deleted. Lastly, CFA was used as a construct validity measure. Construct validity will continue to be established through future studies (DeCuir-Gunby, 2008).

Ethical Considerations

IRB protocol was followed to be sure that participants' rights and privacy were protected. All participants were informed about the study and signed the consent forms as approved by IRB. No identifiers were used in the interview transcripts, and all names used in this proposal are pseudonyms.

Summary

As aforementioned, this study used sequential exploratory mixed methods design to operationalize the construct of critical literacy pedagogy and determine the factors of critical literacy instruction. This research produces a scale that collects data regarding teachers' practices related to critical literacy. The first phase of this study was qualitative in which I collected data from experts (Vogt, King, & King, 2004) who had experience with the construct. The qualitative codes were then transformed into items and the themes into factors which allowed me to create an instrument in order to test the generalization of the findings with a large sample. The quantitative phase of this study collected data from teacher educators and K-12 teachers from across the United States on critical literacy pedagogy. I used CFA to determine the factors of classroom behaviors of critical literacy instruction. CFA was used to determine reliability and validity of the instrument as well. The end product is the operationalization and validation of

critical literacy pedagogy, as well the reliable and valid measure of classroom behaviors of critical literacy instruction.

CHAPTER 4 - FINDINGS

This chapter presents the qualitative findings followed by the quantitative findings.

Qualitative Findings

During the interviews, teachers discussed critical literacy and how they taught it in their classroom. Most teachers also identified areas of their practice in which they felt they struggled to promote students' critical literacy. For example, Harleigh stated that she was often fearful to talk about sensitive topics, such as politics, in her math classroom, since the topic was not inherently related. She noted that students might get distracted from math, and given recent politics—she was referring to the 2016 election—she was worried some students could be easily offended. Harleigh noted, however, that a connection to politics would be a great way to build students' critical literacy skills. The complexity of conversations like Harleigh enabled me to distinguish between the practices that my participants were currently doing and the practices that they saw as valuable but not always practical or possible. Although I coded both types of statements, I made note of these differences.

Teachers who had left the K-12 classroom to become teacher educators often talked about their previous practice in the K-12 classroom as well as their practice in classes in which they prepared pre-service teachers. Participants often noted similarities and differences between their past practice and current practice. Although some participants always felt they taught critical literacy, others expressed that teaching critical literacy occurred after they learned more about critical and social justice pedagogy in graduate school. All statements were coded that were deemed relevant to critical literacy, regardless of when they occurred in the teachers' practice.

From my analysis of the qualitative data, I found that critical literacy pedagogy involves six main points, which are related to the underlying theories of critical literacy and represent the six themes from the data analysis: 1) Using a multicultural approach to include the students' cultures, experiences, and identities in instruction and curriculum choices (Culturally Relevant Pedagogy); 2) Being reflexive in pedagogical choices, practices, and beliefs (postmodernism/critical theory), 3) Viewing reality, truth, and knowledge not as objective, but rather as socially constructed, relative, and dialogic (postmodernism/poststructuralism); 4) Challenging and deconstructing traditionally established ideas (poststructuralism); 5) Empowering students by discussing issues of power of society (critical theory); and 6) Transforming society by critiquing and re-presenting the historical, social, and ideological forces of a culture (critical theory). These relate to the 6 themes identified in the selective coding process—relevant, reflexive, dialogic, deconstructive, empowering, and transformative—which will be explained in the following sections. See Figure 4.1 for definitions of themes.

Figure 4.1. Definitions of the underlying themes of critical literacy pedagogy.

Relevant. Participants unanimously agreed that when teaching for critical literacy, teachers must design their class and curriculum to be relevant and inclusive of students' identities, lives, experiences, cultures, and current events. As Margaret noted, "the kids really like to see kids like themselves and experiences that they've been acquainted with." For example, Harleigh noted how she incorporated relevant instruction in her math classes through current events and real world problems, commenting that "it doesn't really make sense until you are provided a real world example that you have to solve." Isabel highlighted how she incorporated current events and popular culture, citing a recent example in which students analyzed a "recent episode of Black-ish [a network television program] that was talking about

the impacts on people particularly minorities after the recent election." Several teachers also cited examples of how they purposefully selected texts to both represent the students in their classroom and provide perspectives of cultures and backgrounds that the students in the classroom did not possess.

Most of the teachers admitted that creating relevant instruction involves consistently altering their curriculum, which was a category within the relevant theme. Margaret stated that "every year as I get to know my children, I change [my curriculum] every single time and it's always based on what they're going through." Pauline similarly stated, "I design my curriculum as I go each year. I have tons of resources but it really depends on the interest of the students. It really depends on that and their abilities and where they go. We just kind of—they take us where we go." Isabel noted how she had recently altered her lesson plans to reflect the recent political and social issues the students had been seeing in the news:

> So right now what matters to my kids holistically is that they're absolutely heartbroken and distraught about the president's refugee ban, because I have a lot of students—their parents are refugees…. So with that in mind, I'm scrapping what I would normally teach after *The Great Gatsby* and we're going to do a study of *The Secret Life of Bees* by Sue Monk Kidd and we're going to look at civil rights and human rights and things of that nature.

Moreover, relevant instruction is constructive and includes students as equals in determining the curriculum. Quinn stated that he often involved his students with "the course design and assessment form," noting that "it's just [the students] doing school rather than having it, like how it's done to them." Isabel also mentioned that she frequently talks with students about the topics and texts she is considering incorporating into her curriculum in order to get

their opinion. Overall, the participants all stated that curriculum design and lesson implementation had to be relevant to the students' lives and experiences, an idea espoused by Ladson-Billings (1995).

In reference to including students' lives and experiences in writing assignments, Olivia stated that she asks her students to "write about themselves in a really authentic way," noting that usually "involves talking to them and not just assigning a literacy narrative….But more finding out about what they care about, what they want to achieve, but also what they think are the big obstacles and problems in life." As Isabel explained, "it's important to establish early on...knowing your students, knowing them well, making them feel safe, making sure that their voice...and their opinions are respected." This quote exemplifies participants' ideas that critical literacy pedagogy involves knowing your students' personalities and backgrounds in order to incorporate culturally relevant teaching (Ladson-Billings, 1995).

Additionally, teachers intentionally incorporated resources that represented cultures and perspectives that were not present in the classroom. For example, Polly noted that her classroom was fairly homogenous. For that reason, she purposefully sought books and texts that would provide perspectives that her students did not bring to the classroom. For instance, she mentioned that she teaches *A Long Walk to Water* (Linda Sue Park, 2010) to help her students become more "globally aware and see [that] not everyone experiences the world the way you do." Other participants such as Roberta also commented on the importance of incorporating perspectives not represented in the classroom to provide multicultural education.

During classroom observations I saw many examples of relevant instruction. Pauline altered her lesson plan for the next day after discovering her students had a writing assignment due for another the class. She told her students to bring their writing to her class the next day and

they would all work on the assignment together. Ernest also altered his lesson plan, skipping some of his plans to allow students to ask questions regarding material they did not understand, using students' questions to guide his instruction.

I witnessed Isabel incorporate her students into the design of her curriculum and instruction, much like Quinn described doing in his class. Isabel had her students analyze their own writing, noting what they needed to improve. Although Isabel did not alter her curriculum during the lesson, she stated that she was going to use students' analysis of their writing to guide future instruction. Both the teacher and student received a copy of the completed writing analysis, so that everyone had access to the same information. Isabel also asked her students to inform her if they had any specific concerns regarding their writing.

Furthermore, the classroom environment all the teachers created was constructive and relevant, much like the description Ladson-Billings (1994) provides regarding culturally relevant pedagogy. All of the teachers made statements that implied they considered themselves a learner alongside their students. For example, Ernest told students "I'm in the fox hole with you" in regards to test preparation. Devon asked his students open-ended questions, allowing them to generate knowledge about historical events and also definitions of words. He built his instruction around the ideas the students generated and shared. I did not observe any "sage-on-the-stage" type of instruction.

Lastly, both Isabel and Pauline incorporated their students interests and culture of youth in their class. Isabel used multimodal images, such as memes and emojis, to provide examples of appropriate punctuation usage with writing. Pauline had her students creating a rap song using the new vocabulary on story elements that they were learning. Students were visibly engaged

with the material and clearly made connections to these aspects of their personal and social lives being used in the classroom.

Reflexive. Critical literacy also involves reflexivity, in which both teachers and students must explore, learn about, and acknowledge their implicit biases. Additionally, teachers and students must learn to bracket implicit biases to be able to adopt an open mind to new perspectives. Previous scholars have identified reflexivity as necessary to teaching in a critical (Freire, 1970) way:

> Reflexivity is an act of self-conscious consideration that can lead people to a deepened understanding of themselves and others, not in the abstract, but in relation to specific social environments ... and foster a more profound awareness ... of how social contexts influence who people are and how they behave….It involves a person's active analysis of past situations, events, and products, with the inherent goals of critique and revision for the explicit purpose of achieving an understanding that can lead to change in thought or behavior. (Danielewicz, 2001, p. 155-156)

When teaching, educators have to be reflexive to prevent implicit biases from influencing their instruction. For example, Roberta suggested that teachers need to “be open minded,” noting that one has to “put aside your own positionality at times and understand what's best for kids.” Ernest added:

> You put yourself in a role of not just a teacher but as referee. And the referee is trying to be more objective….instead of just coming in with your own biases and feeling that way and then you make sure that you are being as impartial as you can be and play that role.

The use of the metaphor of being a referee to explain reflexivity clarified how reflexivity can used as a pedagogical behavior.

Participants also illuminated the importance of teachers recognizing how reflexivity is required as part of planning their lessons and curriculum. Clara identified how reflexivity plays a role in curriculum choices: “I have to be mindful of the fact that I am a heterosexual white female. I’m a mother. I’m from the south. I have very specific pieces of who I am that influence the text that I pick. That influences the way that I teach.” Isabel echoed these sentiments, declaring that “so as a teacher it is absolutely necessary that we recognize our responsibility and the necessity behind being very careful in choosing our words—what we show, what we select.” Maria’s ideas added on to Isabel’s comment regarding the importance of the words teachers use, noting how implicit biases lie within language. “You just have to be cognizant of [the language that you use when teaching]… it’s very small things, but they make a big impact,” she stated.

Ricky’s perspective as linguist and teacher educator underscored Maria’s comment. Ricky noted:

> Dialect evaluation is purely a social construct. There’s no linguistic way to say one language or dialect that’s better than the other. Every dialect is rooted in history and culture. And that dialect is really instrumental in terms of thinking about our own individual identities.

He specified that teachers needed to be aware of the dialects they use, as well as how they evaluate students’ dialects in class and their deficit mindsets regarding language. When grading assignments, Ricky encourages “just pausing and seeing—trying to understand what’s the source of this difference as opposed to simply marking it and moving on.” Furthermore, he stated that teachers need to engage in a type of “meta pedagogical thought where you have to think about what you were thinking and what your goals are,” or in other words, reflexivity.

In regards to pedagogical practices with students, participants felt students needed to explore their own implicit biases in classes. Ivan stated that teachers need to have students "unpack their own privilege but also while doing that unpack their own disadvantages." He noted that in his teacher education courses, he asks students to take an online assessment that examines test-takers' implicit biases. He also models discussing implicit biases in class by talking about his own implicit biases. Similarly, Clara stated that students need to be "questioning who they are and their own positionality." When having students read text in class, Quinn had his students "question an author's perspective and question" and examine "how did your own life [and] lived experiences influence your own interpretation of your readings?" Isabel noted that when discussing texts and current topics she wanted her students "to be able to keep in mind their own background….I know that they know that the way they were raised, their experiences, etc. impacts how they react." As this quote illustrates, students also have to employ reflexivity during instruction.

One important distinction was made by Ricky. He acknowledged that while he cannot force his students to be reflexive, he works to "plant those seeds so that those interactions start maybe not appearing different at first but maybe invoking a reflection" on previously-held biases. Many participants shared sentiments of hoping to prepare students to use reflexivity to navigate future difficult conversations in which there could be disagreement.

Although I did not expect to witness reflexivity in my observations, as reflexivity is an internal process, I did witness three moments that I coded as reflexive. Isabel refused to explain her ideas regarding the differences between *The Scarlet Letter* and the movie created from the book, requiring students to come to their own conclusions. In Devon's class, Devon remained objective in teaching about colonialism, asking students open-ended questions regarding their

feelings on whether countries should have colonies. He gave students multiple perspectives on the issue and allowed them to decide for themselves. Although Devon has his personal opinions regarding the topic, he simply pointed out the pros and cons of colonialism and allowed his students to develop their own opinions to answer the question.

Deconstructive. An important part of critical literacy instruction is having students deconstruct the language features in text, videos, or other media. Teachers specifically mentioned having students examine the author's bias, intent, and purpose in writing the text, and situating the text in a historical context—although Polly did note that exploring authorial bias is at times difficult in elementary grades. One overarching idea that was expressed was the exploration of how texts or other media perpetuates grand cultural narratives. Teachers sought to also deconstruct these narratives, as postmodernism/poststructuralism prescribes.

Many participants noted their desire to teach their students to deconstruct text, media, and cultural narratives was rooted within a postmodern view of an information-saturated world. Devon noted that he wanted his students to "judge the strengths and weaknesses and limitations of any given account. Understand fact from opinion from opinion stated as facts." Devon felt that "those are skills that...are incredibly useful in the world that we live in because there's a lot of things to look at and a lot of information out there." Quinn explained his view of the postmodern condition and the importance of deconstructing information:

> We are in a time when the web and the internet is becoming the dominant tool for any media. It's how we read, write, and participate and those time systems are coming at us at a phenomenal rate more so than any time in history…. All of the identity work that we do through literacy is now being marketed back to children for profit…. In the rise of these silos, in the rise of these lower arch commercial conglomerates over the last 20

> years and if you think about cable TV in the last 50 years, these are-this is what's creating our shared cultural experience. And we're letting it get marketed back and sold to our students and sold to our children without then questioning who is, who's benefitting, creating an uninformed population.

Other teachers, such as Ernest, expressed similar ideas regarding the postmodern condition.

To counteract this condition, participants often had their students deconstruct text and media. Participants describes specific classroom practices that they employed. Teachers frequently required students to ask questions regarding all texts or media explored in the classroom. For example, Isabel noted that she always wants students to ask themselves “where is this person from?...[W]hat frame of mind are they coming from?...[W]hat is their background?” Roberta discussed how her students deconstruct texts in her classes:

> They situate it in history and give it that contextual understanding. And then they talk about different perspectives and layers that would come into the creation of that and really taking apart the different viewpoints. What does it mean for the reader to digest [the text] and what does [the text] mean now in our political context?

As Roberta’s quote illustrates, teachers of critical literacy reporting encouraging students to deconstruct the multiple perspectives presented from a text, as well as the multiple ways to interpret a text.

Similarly, Devon discussed requiring his students to note “where is the person coming from? And who are they talking to? And what do these other people say about the same topic? Do they agree?” when reading primary documents in history. Roberta also added that students have to deconstruct their own perspectives: “actually...having those conversations about your perspective when you’re reading it versus my perspective when I’m reading it and really getting

to the root of what that piece of literature is about." Polly commented on encouraging her elementary students to explore "multiple perspectives of...using the internet" by questioning "Why this one person writes in this way and why the other one writes in a different way? You know which one is more valid? And how can we decide that?" She noted that discussing multiple perspectives in this context "helps the kids understand that not every website is going to tell you the same story."

An important category within the theme of *deconstructive* was "questioning." Teachers wanted their students to question texts in order to inspire deconstruction. Jenny wanted her students to be "comfortable enough to question the text." Devon noted that he wanted his students to use the deconstructive skills they were learning to dissect everything:

> Part of me kind of loves like shattering their world. Or not even that [the world is] not what they thought, but that it's just more complicated than you thought, and it's ok to question that and to take that questioning and apply it to other parts of your life as well. Just because you're told that this is flat out the way things are doesn't mean you have to accept that that's the way things are, and it's okay to ask questions about that.

Other teachers, such as Pauline, also spoke to the importance of teaching students how to ask questions, as well as encouraging them to always interrogate ideas, texts, and media.

Teachers also had students deconstruct the texts presentation of cultural ideas and narratives. For example, Terry described lessons in which she required her students to "deconstruct the stereotypes about...English language learners." Isabel explained that when teaching literature in her English class, she uses "a method of synthesis looking at what was going on for that author" and asking "What's going on in that setting? Cultures, traditions, norms, etc., when that was written and then looking at how we can use our modern lens to see is

this something still represented. How's this idea or concept evolved?" She also noted that she discusses stereotypes and cultural ideas with her class to make sure they are not upheld.

Classroom observations provided examples of deconstruction in action. Isabel had her students deconstruct their writing in order to better understand the elements they used incorrectly in order to improve. Similarly, Pauline had her students deconstruct a story's elements so that students could learn the important points to include in a story when they write. Devon's students were guided through deconstructing new vocabulary words such as *imperialism* and its connection to the word *empire.* Devon's students also deconstructed historical photos, exploring the people, context, and history behind each photo. It is important to note that none of these activities were used singularly; rather, each of these activities were connected to other activities that fit within other parts of the critical literacy pedagogy, such as relevant teaching.

Dialogic. Dialogic instructional practices was an *a priori* code discovered in the literature review. Few studies had been conducted on this topic, making the connection between dialogic instruction and critical literacy unclear. The participants in my study helped clarify this connection and provided examples of how they include dialogic instruction in their classroom.

Many participants described literacy as a social practice that should be explored and constructed through multiple perspectives and meanings within text or media, as well as in personal beliefs and opinions. The dialogic approach to critical literacy invoked the idea of Bakhtin's (1934-5/1981) idea of polyphonic discourse and dialogism. Human thoughts are *heteroglossic* or multi-voiced, with some voices unifying language and thought and others destabilizing it. According to Bakhtin (1979/2010),

> There is neither a first nor a last word and there are no limits to the dialogic context (it extends into the boundless past and boundless future). Even *past* meanings, that is those

> born in the dialogue of past centuries, can never be stable (finalized, ended once and for all)—they will always change (be renewed) in the process of subsequent, future development of the dialogue. At any moment in the development of the dialogue there are immense, boundless masses of forgotten contextual meanings, but at certain moments of the dialogue's subsequent development along the way they are recalled and invigorated in renewed form (in a new context). (p.170, emphasis in original)

Bakhtin's words provided a lens with which to understand the dialogic instruction teachers described.

Teachers spoke to the importance of having students explore the polyphony—the different experiences and perspectives—regarding certain issues to inspires students with new heteroglossic thoughts. Teachers used multiple methods to invoke differing perspectives, such as inviting class discussion and purposefully selecting texts that present multiple perspectives. Jenny shared that her students' conversations created polyphony by "multipli[ng] exponentially the conversations we can have and the issues we can touch on." Harleigh noted that even in math, she taught in a way that incorporated dialogic instruction, helping students realize that

> Everybody's not going to agree with everything that you say. There are going to be people who are going to challenge what you say. There are going to be people who are going to be like no that's not right or I don't feel the same way. But are you okay with someone not feeling the same way that you feel and can you come to a common ground?

In teaching this aspect of critical literacy, she stated that "I feel like that's a good life skill to have." She iterated that there were challenges to this instruction, declaring "It's just you kind of have to walk on eggshells in how you present it and how you prepare someone for it," given that some students have strong opinions on controversial topics.

Participants described the occurrence of polyphonic discourse in their classrooms, with students exploring multiple perspectives on a topic. Often, students explored perspectives from multiple historical time periods and various cultures. For example, Devon noted he used "multiple and sometimes opposing perspectives on an historical event" so students could realize the polyphony surrounding our knowledge of history. Harleigh noted that in her math class, she taught her students that "there [are] different ways to solve a problem. There's not one set way to approach a problem. So pretty much being involved in different methods and then you'll find a method that suits you more that'll work for you." Harleigh's comment helped to illuminate how math teachers can work to incorporate dialogic teaching practices in their classes.

In many classes, the exploration of multiple perspectives occurred through dialogue and questioning. The most-utilized strategy was to ask open-ended questions after providing students with the information they needed to think thoroughly about an issue. Ivan noted "This is our strategy. Everything open ended. We want to present evidence and we want to allow students to do independent fact checking. We want them to be asking these kinds of questions. We want to test conservative ideas, liberal ideas, and we want students to act according to wherever they end up." Devon also mentioned he asked more questions that he provided answers to his study, and that the majority of the questions he asked were open-ended. When I observed him teach, he only asked open-ended questions, allowing students to explore different interpretations of events and also meanings of words. Furthermore, by asking open-ended questions and employing reflexivity, Devon had students construct knowledge together in a dialogic manner.

Teachers also described the dialogic relationship between teaching the required standards and critical literacy. Constantly teachers must adhere to the standards on which they are assessed. However, the teachers who spoke with me also desire to teach critical literacy to prepare their

students to be successful, constructive citizens in a postmodern world. The heteroglossic requirements barrage teachers; in order to teach both standards and critical literacy—which, as Pauline noted, align at some points but not others—teachers must achieve a careful balance of instruction. Clara explained how she taught her pre-service teachers to educate students in critical literacy and still achieve the state standards using an article:

> So [*Enrique's Journey* (Narazio, 2014)] is the story of a kid who's in central America and he's trying to get to America because his mom has left him and his sister in Honduras because they're starving. Their father has walked out and her kids are dying in front of her eyes. So she comes to America to work to send money back for her kids…. You know we have Trump talking about [immigrants who are] rapists and murderers and here's this mom whose—her kids are starving and she leaves to provide for them. So you know you get this first-hand account. So what we talk about in this particular article is common core wants us to teach informational texts, literary nonfiction, so here's a way you can do that and hit those standards. We talk about those standards hit, but we're picking a text that's also bringing up really important sociopolitical conversation.

According to Clara, teachers must know how they can incorporate critical literacy pedagogy into their classrooms while still meeting their curriculum standards. If teachers have a standards-based reason for teaching the critical material, they have a strong rationale if administrators or parents push back on the curriculum.

According to participants, dialogism occurs when students explore new perspectives from each other, intertextually, and interculturally. Teachers create dialogic opportunities by having students read multiple text and watch multimedia, as well as ask open-ended questions and fostering discussion in the classroom. I observed an excellent example of fostering discussion in

my observation of Isabel, who had her students discuss the film *The Scarlet Letter* as they watched it in an online backchannel. Students discussed the historical context of the film, as well as it how it differed from the book, which they had read previously. Isabel allowed students to use “Twitter language,” an example of relevant teaching, and she remained absent from that chat, allowing students to speak freely to each other, expressing their own perspectives, in their own technological dialect. Another example was seen in Pauline’s class. Her students had an excellent discussion regarding the U.S. judicial trial system and the legality of requiring jury duty. Students asked questions of the teacher and of each other; Pauline navigated the conversation by having students think deeper about the ideas being discussed.

Empowering. An important aspect of critical literacy instruction was having students explores issues of power within text and media, as well examining how power operates within the classroom, school, and society in order to counter deficit mindsets—an idea that is best encapsulated by critical theory. Ivan stated that teaching critical literacy is “really about training individuals for a lens in which they are taking what’s in front of them and just thinking who are the winners? Who are the losers with this kind of a narrative?” Quinn noted that students should explore “whose voices are represented in a text...whose voices were left out of a text and considering if that was, deliberate, intentional, explicit, or implicit.” Participants in my study expressed how they explore power and work to empower students in the classroom.

Some teachers talked about how to explore issues of power within text, media, and the classroom. Sterling talked about teaching students “that words have power but words can mean different things in different context.” Olivia noted that critical literacy instruction involves “understanding and interacting with sort of the racial systems of oppression and how they manifest in the classroom and particularly writing and reading.” In her classroom, Olivia noted

that she works though "how [one] can try to sort of counteract or resist those oppressive systems in the classroom and as they co-occur with the language and our understanding of what literacy is." As this quote demonstrates, some teachers explicitly explored power dynamics through the students' lives and uses of language.

Another idea expressed by teachers was that students can learn that their words have power. For example, Quinn noted that part of critical literacy was "teaching kids that they have power with how they learn and the words and the time that they use." He added that having students tell their own stories in the classroom could be a great way to teach students how to harness power with their words and experiences: "When you're making the student the storyteller, those are the tidbits of the beginnings of what's necessary for critical literacy, because you're allowing the students to direct the reading and to take agency over their own learning." Having students take control over their own learning was one way teachers empowered students in the classroom.

Similarly, Lola recognized that through critical literacy instruction she was able to give "voice to students who have been in the past viewed solely through a deficit lens." This idea of empowering students' voices was expressed by other teachers as well. Isabel stated: "I want to empower them to have a voice in society and recognize that they can make an impact on others regardless of their age or where they come from." Clara noted that she wanted to teach students how to access power, specifically stating that she wanted to teach her students "how to play the game and how to access those codes of power and to talk the talk."

Classroom observations allowed me to see how teachers incorporate power in their classrooms. In talking about colonialism, Ernest discussed a power relationship between the White settlers and Native Americans. He explained how Native Americans at first attempted to

assimilate by being "white," but only later realized they would never able to truly be "white" and have the associated power. Perhaps most importantly, Ernest, an African American, used the pronoun "we" when he referred to Native Americans, inferring solidarity and unity with the minority in discussion. Isabel empowered her students by having students examine their own writing and determine the ways in which they needed to improve. By using students' feedback to determine future writing workshops and quizzes, Isabel allowed her students to have a say in their learning and control over their evaluation.

Transformative. One of the *a priori* codes identified in the literature review on critical literacy was transformative work in the classroom. However, the review revealed that there was no clear idea of what transformative work entailed. For example, transformative work could include transforming a text to be more equitable, preparing students to transform society in the future, or taking direct social action to transform society. Participants in my study spoke to each of these ideas, noting how they employ at least one, if not multiple, methods of achieving the transformative work Freire (1970) references in *Pedagogy of the Oppressed.*

Maria explained that for critical literacy pedagogy to be transformative, students must "not just deconstruct but then reconstruct." Clara added to this idea, noting that "You have to give kids a chance to create." She elaborated, stating that "we have to position our kids not to just be critical consumers, but to be people who then create and push back and say 'how can we fix this [piece] so that it's more representative of what's actually happening?'" Similarly, Shawna shared that students can engage with text by rewriting the ending to a story, considering questions such as "How would you have done it? What would you have seen or would have liked to have seen happen with this character?" Phillip expressed that "The way I thought about it as an English teacher was taking text and then the redesign often came through writing." For

example, he explained that students could redesign texts through “revising and writing the end of the chapter or book to sort of shift something that happened” or “to really examine one particular character’s experience. Maybe a particular character that’s not the protagonist, that’s maybe underrepresented in some way.” Having students reconstruct text and media to be more equitable was a way teachers could regularly incorporate transformative instruction into their classes.

Devon took a different approach to including transformative work in his classroom. He noted that transformative work is “tough to pull off” in a classroom, but that he and the other social studies teachers at his school “try to find ways to...apply what [the students] have learned in the modern world to improve it on occasion.” He provided details of how this work occurs: “It sort of culminates with a project in the 4th quarter where they actually do something and go out there and write letters or start a social media campaign or collect money for this organization or start a boycott or whatever it is.” However, this work could not occur regularly due to time restraints.

To incorporate transformative instruction regularly, Devon explained that “for every week we continue to encourage [social action] and on our assessments [we have] that fifth question. The one that they don't know ahead of time is always asking them to connect the history that they’ve been learning to the world as it exists today as a lens for now analyzing what the world looks like today and what can be done to make it better.” Although Devon and his colleagues could not always incorporate social action, they always had their students consider how they could use what they learned to perpetuate change. Having students ponder how they can enact social justice was determined to be part of transformative instruction.

Other teachers discussed taking social action within the community, noting the difficulties of doing so. As Ivan noted, “tak[ing] an informed action, in order for it to be critical,

has to have a component that explicitly targets inequity of some sort." Many participants highlighted the challenges associated with this work, such as a lack of administrator support and push-back from parents. Still, some teachers had attempted to do this kind of work. For example, Polly had her students raise money to build a well in South Sudan after reading *A Long Walk to Water* (Park, 2010). Polly noted that she worked at an international school, however, and had the support to do this. Other teachers at Margaret's school had attempted a similar fundraiser, but the administration had not approved.

Almost all participants noted that social action was incredibly difficult to organize in the classroom, although they tried to provide opportunities for students to do it. Isabel modeled social action for her students, noting "I strive to show them how they can do it right now." However, she intimated the difficulties of inputting social action in the curriculum:

> So [with] the past [project-based learning] humanitarian project that we did, I told the children in my ideal world everyone would volunteer regularly and this would happen throughout the course of this project, [but] because of transportation and other factors, I know that I cannot require that. Because I also have the knowledge about my students that a lot of them don't have cars or access to transportation other than bussing. I know a lot of them are raising their siblings at home. So I understand I'm not going to weigh that in their grade but I tell them why this matters and how this can transfer into their life regularly. The endless benefits you get from serving others. And then as an outcome I've seen kids that are still regularly volunteering as a result of the project. So I see these things happening.

Modeling was an instructional support Isabel used to show her students the importance of social action, as well as to demonstrate how students could incorporate social action into their everyday lives.

Isabel also noted that she works to "create opportunities" for students to take social action outside of the classroom and school. For example, she introduced students to an organization that is within walking distance of her school's campus. She explained:

> My co-teachers and I said if this is something you want to do after school, because you have to have an adult, let us know we'll go with you. So we try to create those opportunities so they can see how they can make a difference right now.

Although Isabel did not directly involve her students in social action, by creating the opportunity for her students to engage in social action outside of school, Isabel included transformative instruction.

During my classroom observations, I did not see an example of transformative work. As my participants noted, transformative work is not something that teachers can engage with directly every day. Although they seek to empower students and encourage life-long transformative work, teachers are unable to explicitly include transformative work into the curriculum each day. Nevertheless, most teachers indicated they thought about incorporating transformative instruction and included it when they were able, such as with assessments and final projects.

Summary. The qualitative findings of the 20 interviews with K-12 teachers and teacher educators, supported by the 4 classroom observations, revealed that critical literacy pedagogy involves 6 practices or behaviors: a) relevant teaching, b) reflexivity, c) deconstructing texts, media, and cultural narratives, d) dialogic teaching, e) discussion issues of power and

empowering students, and f) transformative action. Though not all teachers engage in all of these practices, and few teachers employ these 6 methods at once, all teachers indicated they were conscious of these behaviors and routinely considered them in their curriculum and lesson planning and instruction. These 6 practices, when combined, can promote a curriculum and instruction that promotes critical literacy.

Quantitative Findings

To generalize the findings from the qualitative portion of this study to a larger sample, I created an instrument which was administered to K-12 teachers and teacher educators across the U.S. I quantitatively examined the relationship between teacher behaviors of critical literacy pedagogy through the self-report survey which contained 56 items. The goal of this analysis was to establish the factor structure of critical literacy pedagogy. Specifically, this analysis answered the third research question in this study: What is the underlying factor structure of critical literacy pedagogy? This chapter presents the findings from this stage of the analysis.

Preliminary data analysis. To begin analysis of the data, I examined the means, medians, standard deviations of the items of the scale in order to become familiar with the data. Next, the Kaiser-Meyer Olkin (KMO) measure and Pearson product moment correlations were calculated. KMO utilizes correlations to determine suitability of items and assess multicollinearity. The KMO value of .91 indicated the sampling adequacy was, to use Kaiser's (1974) term, marvelous. Next, Pearson product moment correlations were conducted to evaluate item-item correlations. The correlations were conducted according to the *a priori* factor structure, with the items of each factor being examined in a correlation table together.

Confirmatory factor analysis. To begin CFA, I utilized polychoric correlations, as the data were ordinal and research has indicated polychoric correlations provide better factor analytic results for non-normal, non-continuous data (Flora & Curran, 2004). From the polychoric correlations, I derived the eigenvalues and a scree plot (Cattell, 1996) of the data. Six factors had eigenvalues greater than one, thereby meeting the Kaiser criterion (Kim & Mueller, 1978). The scree plot was less clear and showed a factor structure between 6 and 8; see Figure 4.2. Since the *a priori* structure included six factors and six factors had eigenvalues > 1, I continued with the *a priori* factor structure.

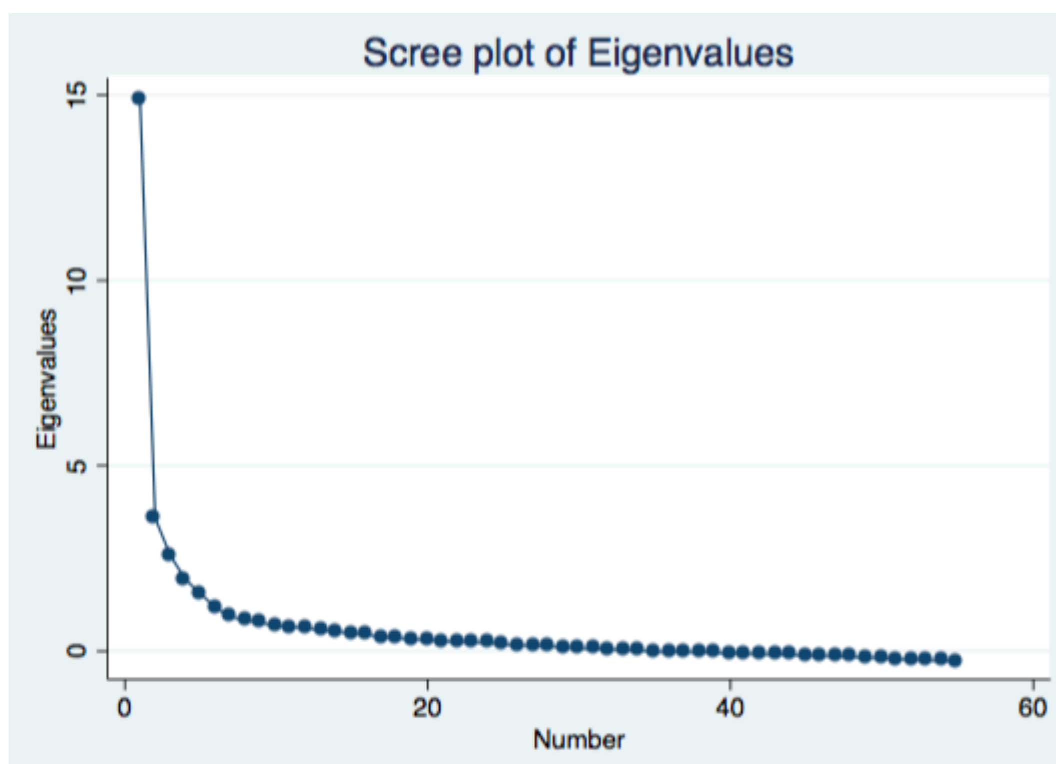

Figure 4.2. Scree plot of eigenvalues.

CFA was then conducted on the data. I first tested each of the six factors and the related items separately, using maximum likelihood. When evaluating each factor's structure, I first examined the factor loadings of each item. I deleted items that had the lowest factor loadings (< 0.3) as deleting low factor loading items can improve fit (Brown & Moore, 2015). I also needed

to delete items to reduce the number of items in the total scale to retain parsimony. Items were also deleted based on high residuals (> 1.96). One item with a low factor loading and high residual (Redesign Plans) was retained, as it improved subscale reliability and was deemed important to measuring the construct. One item was removed because its removal improved model fit and subscale reliability (Counteract). Table 10 indicates the factor loadings for items and which items were removed in this phase. Following deletion of the items, the six factors all showed excellent goodness of fit according to CFI, TLI, and Cronbach's alpha; see Table 4.1 for each factor's goodness of fit and reliability measures.

Table 4.1.

Item-to-Factor Statistics for Items Removed during First Stage of Confirmatory Factor Analysis

Item #	Factor	Item Name	Factor Loading	Standard Error	Residual	R^2
R3	REL	Product Dialect	**0.34**	0.06	0.66	0.13
R9	REL	Apply Life	0.45	0.05	**2.27**	0.20
R33	REL	Attention*	**-0.01**	0.05	1.61	0.01
R30	REL	Choose Read*	**0.07**	0.05	**2.07**	0.00
R20	REL	Redesign Plans	**0.23**	0.05	**3.52**	0.08

Table 4.1. (Continued)

R24	REL	Choose Interests	**0.16**	0.05	**2.59**	0.03
R31	REF	Less Capable*	**-0.04**	0.05	1.20	0.00
C27	REF	Teachers' Bias*	**0.02**	0.05	**2.22**	0.00
C28	REF	Privilege/ Prejudice	**0.28**	0.05	1.92	0.08
R16	REF	Why Write	**0.47**	0.04	0.78	0.22
P30	DEC	Critical Info	**-0.15**	0.05	1.65	0.02
P34	DEC	Cultural Narrative	**0.12**	0.05	1.88	0.02
P3	DEC	Author Purpose	**0.68**	0.03	1.21	0.47
P26	DEC	Dissect Language	**0.56**	0.03	1.12	0.32
P33	DIA	Ask Open Question	**-0.40**	0.04	1.51	0.16
R36	DIA	Speaking & Listening	**-0.19**	0.05	1.28	0.03
P32	DIA	Multiple Views	**-0.08**	0.05	**2.07**	0.01

Table 4.1. (Continued)

C18	EMP	Words Write	**-0.22**	0.05	1.13	0.05
R44	EMP	Own Conclusions	**-0.17**	0.05	1.65	0.03
C24	EMP	Advocate	**-0.13**	0.05	1.49	0.02
C32	EMP	Issue of Power	**0.14**	0.05	**2.08**	0.02
C19	EMP	Maintain Identity	**0.09**	0.05	**2.09**	0.01
C31	EMP	Inequity in Class	**0.19**	0.05	**2.05**	0.04
C21	TRA	Perpetuate Change	**-0.09**	0.05	**2.03**	0.01
C19	TRA	Change Society	**0.03**	0.05	**2.02**	0.00
C26	TRA	Counteract	**0.82**	0.03	0.81	0.67

Note * refers to items not significant at the p < .05 level.

During the CFA, I noticed all items measuring teachers' agreement with statements did not load onto the assigned a priori factor. I attempted to extract a factor accounting for the different measure method; however, this did not solve the issue. After confirming the factor structure for the a priori factors, I revisited the items which were not loading onto the a priori

factors. I examined the factor structure of these items and determined they were measuring a seventh factor, which I termed *Intersectional*. As with the other factors in the scale, I examined the factor loading of the items. I removed items with loadings less than 0.3 and residuals greater than 1.96. One item (Design Counter) was retained despite a high residual, as it was deemed important to the validity of the scale. See Table 4.2 for factor loadings, standard errors, residuals and R^2 values of removed items.

Table 4.2.

Item-to-Factor Statistics for Items Removed from Intersectional Factor

Item #	Item Name	Factor Loading	Standard Error	Residual	R^2
R20	Redesign Plans	**0.23**	0.05	**3.50**	0.05
R24	Choose Interests	**0.19**	0.05	**2.58**	0.04
R33	Attention*	**0.08**	0.05	1.62	0.01
R30	Choose Read	**0.27**	0.05	**2.06**	0.07
R31	Less Capable	**0.23**	0.05	**3.52**	0.02
P33	Open Questions	**0.12**	0.05	1.51	0.01

Table 4.2. (Continued)

C27	Teachers' Bias	0.36	0.05	**2.21**	0.09
P30	Critical Info	**0.26**	0.05	1.65	0.07
C18	Words Write*	**0.00**	0.05	2.13	0.00
C19	Maintain Identity	0.32	0.05	**2.09**	0.10
R44	Own Conclusions	**0.12**	0.05	1.66	0.01
C24	Advocate	**0.09**	0.05	1.49	0.01
C32	Issue of Power	0.66	0.03	**2.08**	0.44
C19	Change Society	0.31	0.05	**2.02**	0.09
C21	Perpetuate Change	**0.19**	0.05	**2.03**	0.32

Note * denotes item was not statistically significant at the $p < .05$ level.

The items retained for the Intersectional factor all focused on the intersection of the other six factors in the scale (Relevant, Reflexive, Deconstructive, Dialogic, Empowering, and Transformative) as well as the intersection of various systems of oppression (e.g., race, gender, class). The retained items were:

- As a teacher, I explore issues of privilege and prejudice (e.g., socioeconomic, racial) in my classroom.
- As a teacher, I work with my students to deconstruct grand cultural narratives (e.g., the idea of the American Dream, the idea of American Exceptionalism, the notion that girls wear pink/boys wear blue).
- Design my curriculum and instruction to intentionally counteract systemic inequity.
- Explore issues of inequity (e.g., poverty, racism) with my students, as they expand from the classroom into the school and into the community.

As can be seen, most of the items list different systems of oppression as examples. For instance, the examples of issues of inequity in the last item are poverty and racism. Several of the items also feature intersections of two or more of the six other themes. The second item refers to deconstructing grand cultural narratives, which refers to Deconstruction but also Relevant—as the teacher works *with* the students—and Transformative, as critical theory (Freire, 1970) holds that deconstructing grand narratives can result in the transformation of knowledge and ultimately society.

Once all of the seven factors fit the goodness of fit criteria (CFI > .95, TLI > .90, α > .40); see Table 4.3), I combined the factors into a single measure using maximum likelihood with standardized values. Based on the output, I deleted items with substantial crossloadings on other factors. Crossloadings were examined using measurement indices (MI), as high MI values indicated that the items measured on multiple factors and violated equality constraints (Norwegian Social Science Data Services, 2013). Four items (Own Stories, Develop Open Questions, Power in Community, and Improve Society) were deleted for their high MI. Covariances between 4 items were added. One of the covariances (Power Dynamics and

Redesign Text) were due to similar wording of the items. The other 3 of the covariances were due to the actions described in the items being related. For example, teachers who examine authorial bias of a text (Author Bias) are more likely to also examine the context (Context) in which a text is written, as authorial bias is often highly related to the context of a text. The covariances improved model fit. The resulting scale indicated excellent fit (CFI = .95, TLI = .94, RMSEA = .05, SRMR =.05). Table 4.4 shows each item's factor loading, standard error, residual and R^2. Figure 4.3 depicts the structural model of the Critical Literacy Pedagogy Scale.

Table 4.3.

Goodness of Fit Measures for Each Factor Prior to Combining Factors in a Single Scale

	CFI	TLI	α
Relevant	0.98	0.96	0.56
Reflexive	1.00	1.00	0.73
Deconstructive	0.99	0.96	0.86
Dialogic	1.00	1.00	0.71
Empowering	1.00	1.00	0.88
Transformative	1.00	1.00	0.67
Intersectional	0.99	0.99	0.70

Table 4.4.

Item-to-Factor Statistics for Retained Items from Confirmatory Factor Analysis

Item #	Factor	Item Name	Factor Loading	Standard Error	Residual	R^2
R1	REL	Authentic Product	0.47	0.04	1.48	0.22
R2	REL	Product Interest	0.44	0.04	1.60	0.19
R18	REL	Connect Text	0.66	0.04	1.38	0.44
R9	REL	Apply Life	0.57	0.03	2.28*	0.33
P7	REF	Student Implicit	0.74	0.02	0.82	0.55
P20	REF	Beliefs	0.66	0.03	1.01	0.44
C9	REF	Privilege/ Disadvantage	0.67	0.03	1.08	0.44
P4	DEC	Author Bias	0.75	0.02	0.96	0.57
P6	DEC	Context	0.74	0.02	1.13	0.57
P9	DEC	Frame Argument	0.84	0.02	0.93	0.71

Table 4.4. (Continued)

P12	DEC	Deconstruct Understand-ing	0.74	0.02	0.97	0.55
P15	DIA	Multiple Text	0.64	0.03	1.34	0.41
P24	DIA	Discuss Questions	0.65	0.03	1.68	0.42
R8	DIA	Other Views	0.76	0.03	1.49	0.58
C1	EMP	Marginal-ized	0.82	0.02	0.72	0.67
C4	EMP	Oppression Text	0.83	0.02	0.75	0.69
C5	EMP	Oppression Class	0.80	0.02	0.80	0.64
C15	EMP	Power Dynamics	0.77	0.02	0.72	0.60
C22	TRA	Social Action	0.73	0.03	0.70	0.53
C23	TRA	Redesign Text	0.58	0.02	0.54	0.34
C28	INT	Privilege/ Prejudice	0.69	0.04	1.92	0.47
P34	INT	Cultural Narratives	0.50	0.04	1.88	0.25

Table 4.4. (Continued)

C31	INT	Inequity in Class	0.73	0.04	2.04	0.53
C29	INT	Design Counter	0.52	0.04	2.32	0.27

Note. REL refers to Relevant, REF refers to Reflexive, DEC refers to Deconstructive, DIA refers to Dialogic, EMP refers to Empowering, TRA refers to Transformative, and INT refers to Intersectional.

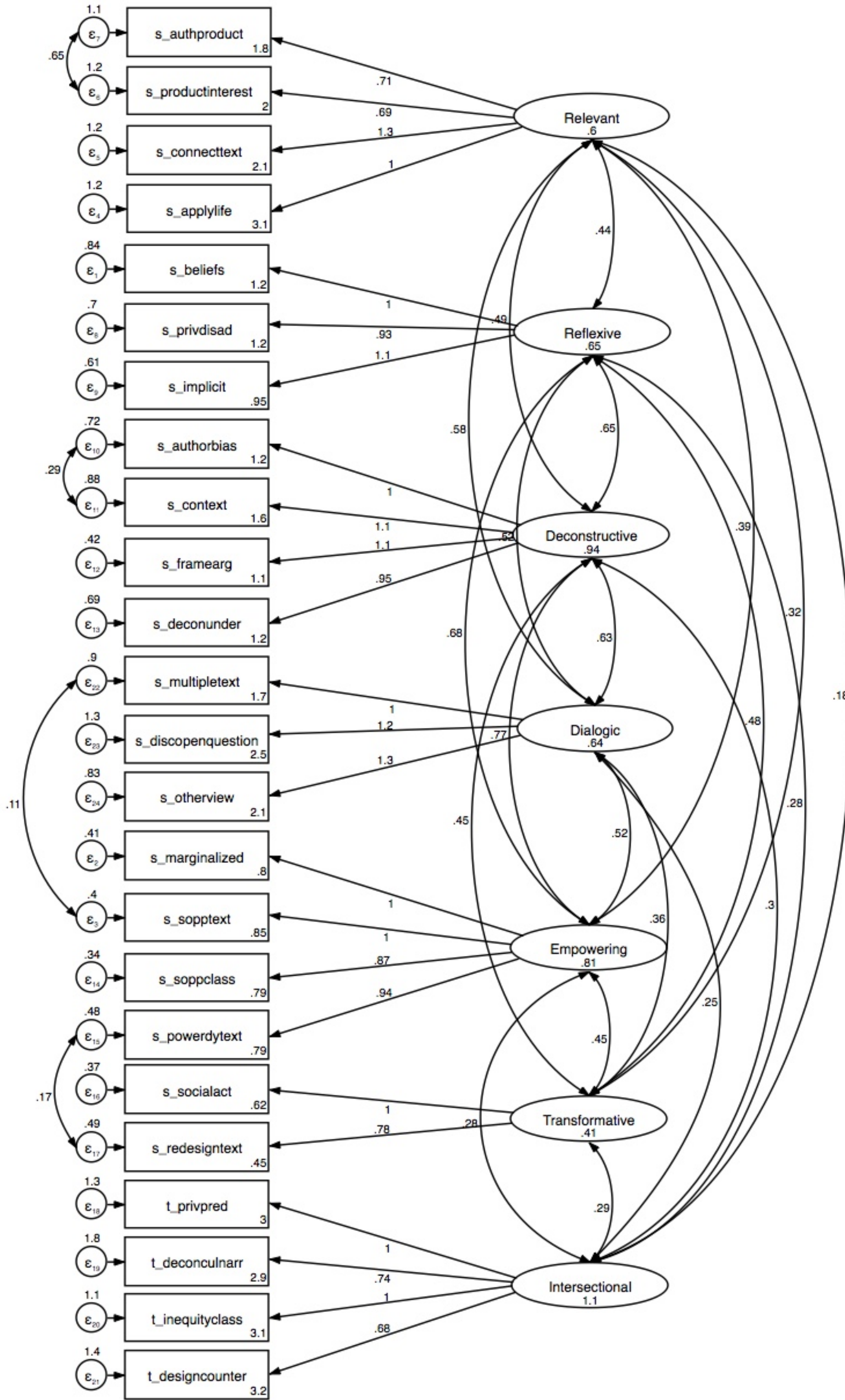

Figure 4.3. Structural model with item-to-factor statistics from CFA.

As can be seen in the structural model, the seven factors were allowed to correlate with one another. The correlations between the factors were supported theoretically as the factors all relate to a single latent construct. Furthermore, *Dialogic* and *Empowering* (*r* = .52), *Empowering* and *Transformative* (*r* = .29), and *Dialogic* and *Transformative* (*r* = .25) are all theoretically related. Critical Theory explicitly informed the *Empowering* and *Transformative* factors. Freire (1970), the theoretical basis of *Empowering* and *Transformative*, utilized dialogic teaching to empower and transform his students in *Pedagogy of the Oppressed.* As noted by him and the structural model, *Dialogic* correlates with *Empowering* and *Transformative* in critical literacy pedagogy. As *Dialogic* is also rooted in postmodernism/poststructuralism, it also correlates moderately with *Deconstructive* (*r* = .63) and *Reflexive* (*r* = .58). *Reflexive* is also moderately correlated with *Empowering* (*r* = .58) and *Transformative* (*r* = .86), which theoretically indicates that reflexivity promotes empowering behavior and transformative action. The moderate correlation between *Deconstructive* and *Transformative* indicates that while *Deconstructive* action likely results in empowerment (*Deconstructive* and *Empowering, r* = .77), it can, but may not necessarily result in transformative action (*Deconstructive* and *Transformative, r = .45)*.

Similarly, *Reflexive* and *Deconstructive* correlate moderately together (*r* = .55), as they are both related to postmodernism/poststructuralism. *Relevant* correlates more strongly with *Dialogic* (*r* = .58), which is not surprising as dialogic teaching is also used to engage in culturally relevant pedagogy (Ladson-Billings, 1995). *Intersectional* has the weakest correlations among all of the factors. Theoretically, this makes sense as teachers can engage in the other factors without necessarily engaging in exploring the intersections of race, gender, class, etc. within their classroom, school, and community.

Internal consistency. I conducted analysis on internal consistency and reliability. Results are shown in Table 4.5. Although several items have low correlation coefficients relative to the other items, the overall reliability of the scale was 0.89, which is excellent (Nunnally, 1978).

Table 4.5.

Reliability Statistics for Pedagogical Praxis Measurement Model

Factor	Item	Obs	Item-test Correlation	Item-rest Correlation	Ave. Interitem Covariance	Alpha
REL	Authentic Product	595	0.47	0.40	0.49	0.89
REL	Product Interest	595	0.27	0.08	0.51	0.91
REL	Connect Text	515	0.60	0.54	0.47	0.88
REL	Apply Life	518	0.44	0.37	0.49	0.89
REF	Privilege/ Disadvantage	545	0.63	0.58	0.48	0.88
REF	Beliefs	545	0.63	0.59	0.47	0.88
REF	Implicit	593	0.66	0.61	0.47	0.88
DEC	Author Bias	596	0.69	0.64	0.46	0.88

Table 4.5. (Continued)

DEC	Context	595	0.68	0.62	0.46	0.88
DEC	Frame Argument	593	0.72	0.68	0.47	0.88
DEC	Deconstruct Understanding	593	0.68	0.63	0.47	0.88
DIA	Multiple Text	546	0.60	0.55	0.48	0.88
DIA	Discuss Questions	545	0.60	0.53	0.47	0.88
DIA	Other Views	517	0.70	0.65	0.46	0.88
EMP	Marginalized	592	0.69	0.65	0.47	0.88
EMP	Oppression Text	545	0.71	0.68	0.47	0.88
EMP	Oppression in Class	546	0.69	0.66	0.56	0.83
EMP	Power Dynamics	513	0.71	0.67	0.47	0.88
TRA	Social Action	514	0.60	0.57	0.49	0.88
TRA	Redesign Text	513	0.53	0.49	0.49	0.88

Table 4.5. (Continued)

INT	Privilege/ Prejudice	499	0.41	0.33	0.49	0.89
INT	Cultural Narratives	495	0.29	0.21	0.50	0.89
INT	Inequity in Class	495	0.36	0.28	0.49	0.89
INT	Design Counter	495	0.34	0.30	0.49	0.89
Total Scale					0.48	0.89

Reliability statistics for each factor was also conducted; results are presented in Table 4.6. Though some of the factors have low reliability (Relevant and Transformative), these do not seem to affect the overall reliability of the scale. Future research will explore how to make these two subscales more reliable.

Table 4.6.

Reliability of Subscales

Factor	Cronbach's alpha
Relevant	0.41
Reflexive	0.73
Deconstructive	0.86

Table 4.6. (Continued)

Dialogic	0.71
Empowering	0.88
Transformative	0.61
Intersectional	0.70

Summary of Results

The results presented in this chapter examined the factors of the construct Critical Literacy Pedagogy. The primary goal of this study was to operationalize and validate the construct of CLP as a scale of teacher behaviors that promote students' development of critical literacy. In the quantitative phase, data was collected from 915 K-12 teachers through a 56 item scale which asked about teachers' frequency of having students complete certain tasks and teachers' agreement with statements regarding their personal attitudes and practices. CFA was used to test the *a priori* factor structure, determined from the qualitative portion of this study. The CFA confirmed that the 6 factors of critical literacy pedagogical praxis from the qualitative phase are: Relevant, Reflexive, Deconstructive, Dialogic, Empowering, and Transformative. Exploration of the items which did not load on the a priori factors revealed a seventh factor, Intersectional. The scale resulted in 24 items among the 7 factors, with each factor having 3 to 4 items, except for Transformative which has 2 items. Cronbach's alpha and goodness of fit criteria demonstrated excellent validity and reliability. The final scale can be seen in Appendix J.

This is the first study known to operationalize, measure, and validate the construct of CLP. The result is an empirical model and a self-report instrument that measures teachers' pedagogical practices and behaviors that are related to students developing critical literacy.

CHAPTER 5 - DISCUSSION AND CONCLUSION

This study employed an exploratory mixed method design to answer the overarching research question: how can we operationalize critical literacy pedagogy? Both the qualitative and quantitative results helped answer the question. The qualitative findings revealed that critical literacy pedagogy involved six points: 1) Using a multicultural approach to include the students' cultures, experiences, and identities in instruction and curriculum choices (Relevant); 2) Being reflexive in pedagogical choices, practices, and beliefs (Reflexive), 3) Challenging and deconstructing traditionally established ideas (Deconstructive); 4) Viewing reality, truth, and knowledge not as objective, but rather as socially constructed, relative, and dialogic, and as a result teaching in a dialogic manner (Dialogic); 5) Empowering students by discussing issues of power of society (Empowering); and 6) Transforming society by critiquing and re-presenting the historical, social, and ideological forces of a culture (Transformative).

The qualitative data was transformed into an instrument which was piloted and tested in the quantitative portion of the study. The quantitative results indicated that while the pedagogical praxis of CLP involves the six factors, CLP also involves a seventh factor, termed *Intersectional*, which involves the teacher exploring intersections of social issues such as gender, race, and class within the classroom, school, and community.

The primary goal of this study was to validate the construct of CLP. The secondary goal was to create a scale that collected data on teaching practices that promote students' critical literacy. In this chapter, I synthesize the qualitative and quantitative findings to explain the construct of CLP. Lastly, I discuss the significance and limitations of this study, along with directions for future research.

Synthesis of Qualitative and Quantitative Findings

The exploratory sequential mixed methods study produced a qualitative construct of CLP which was validated quantitatively. The quantitative portion also resulted in a scale that contains 7 factors, which together, form CLP. The validated scale contains 24 measured variables. CLP consists of 7 factors: Relevant, Reflexive, Deconstructive, Dialogic, Empowering, Transformative, and Intersectional. The construct of CLP is presented in Figure 5.1.

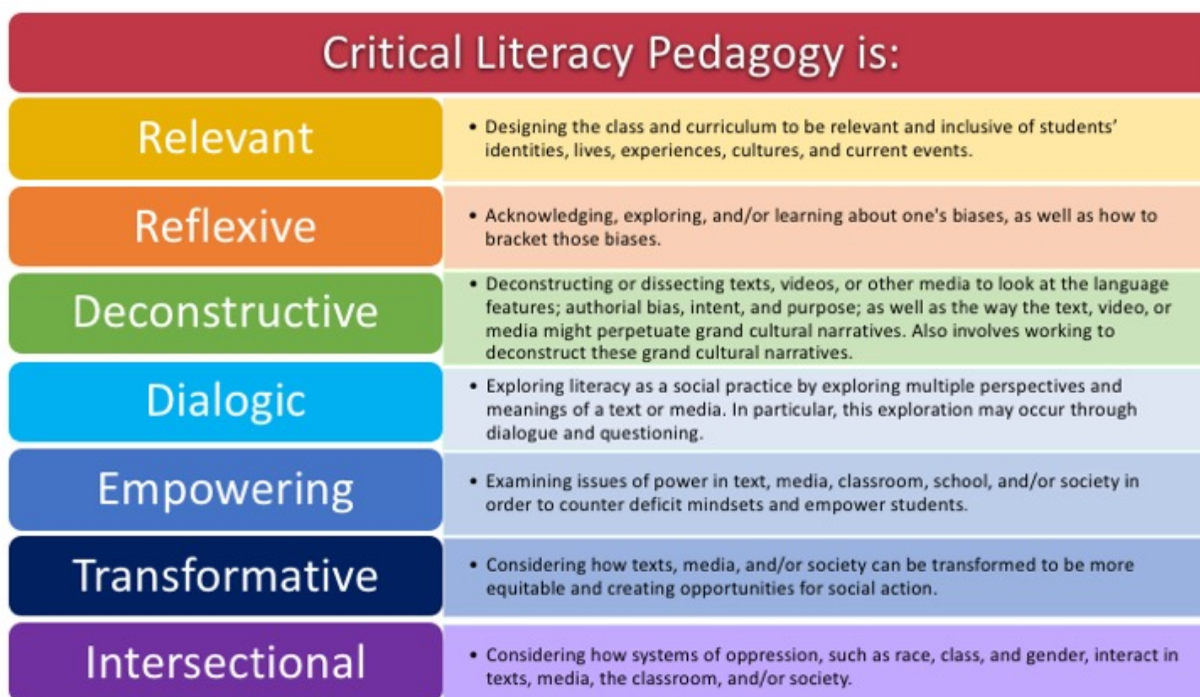

Figure 5.1. The construct of Critical Literacy Pedagogy.

Teachers' critical literacy pedagogy was the latent construct explored in this study. This construct first resulted from the qualitative portion of the study and was confirmed during the quantitative segment. Teachers' CLP consists of 7 factors. The first factor, Relevant, directly aligns with Culturally Relevant Pedagogy (Ladson-Billings, 1995) and involves teachers

instructing students in a way that is relevant to their lives and experiences. As Ladson-Billings (1995) noted, culturally relevant teachers believe all their students are capable of achieving and develop a "community of learners" (p. 480). Lastly, culturally relevant teachers believe in a postmodern form of knowledge that is constructed. As a result, teachers who engage in Culturally Relevant Pedagogy allow students to develop authentic products (item number 1), such as written compositions, that are based on students' own experiences and actual real world events. Students' experiences are funds of knowledge (Moll et al., 1992) that learners bring to the classroom. By connecting projects and products to real world events, teachers ensure their curriculum and classroom remains relevant to the society in which students live. Culturally relevant teachers also connect the text and media used in the curriculum to students' lives and experiences, as well as current events (item number 3). Teachers also privilege students' interests, allowing them to create products related to concepts and topics about which the students desire to learn (item number 2). Lastly, to engage in relevant teaching, educators must be sure to have students apply what they are learning to their lives and the world around them (item number 4).

The second factor, Reflexive, relates to postmodernism, as to be reflexive, teachers must help students adopt a postmodernist awareness of how individuals are shaped by cultural narratives and biases that are perpetuated through societal norms and discourse. By adopting a Freirean outlook on the biases society has equipped one with, students can engage reflexively to counter prejudices and deficit mindsets. Teachers encourage reflexivity by asking students to question their previously held beliefs (item number 5) and examine their own privileges and disadvantages (item number 6). Students also must explore their implicit biases (item number 7).

Deconstructive relates to poststructuralism, as it involves deconstructing binaries and cultural narratives. To engage in deconstruction, teachers have students consider and examine the bias an author brings to text or media (item number 8). Furthermore, teachers have students consider the context in which text or media was created (item number 9). Having students deconstruct texts and media allows them to examine the biases and assumptions that are part of the text's creation and meaning. Students must also deconstruct how an author frames their argument (item number 10). Most interestingly, teachers must have students deconstruct the way they understand text and media (item number 11).

Dialogic instruction relates to postmodernism, as it values multiple points of view and constructed knowledge. Furthermore, the dialogic factor aligns with critical theory (Freire, 1970), as Freire discussed using a dialogic teaching method to engage in his pedagogy of the oppressed. Dialogic teaching incorporates students voices along with the teacher and rejects the "sage-on-the-stage" form of teaching that both Ladson-Billings (1995) and Paulo Freire (1970) speak against. Teachers can implement dialogic teaching in their class by having students read multiple texts (through which different authors can dialogue with each other; item number 12), discuss open questions (item number 13) and consider viewpoints that differ from the students' perception (item number 14).

Both the factors empowering and transformative are tied to critical theory (Freire, 1970) as the idea of empowering students to transform society is central to the theory. To empower students, teachers must explore marginalization (item number 15) and power dynamics within text, media, and subject matter (item number 18). Teachers must also have students explore how systems of oppression are manifested in text (item number 16) and their classrooms, schools, and communities (item number 17). To engage in transformative work, students can engage in social

action (item number 19) to counteract oppression in society and redesign texts or media to be more equitable (item number 20).

The seventh factor, Intersectional, is tied to critical theory (Freire, 1970). Specifically, however, intersectional theory (Collins, 1990) explores the way various characteristics, such as gender, race, and class, intersect and form one's identity and condition. The intersection of these characteristics is important when exploring systems of oppression, as according to Collins (1990), there is a matrix of domination which allows for interlocking and multiple levels of systems of oppression to be explored. Exploration of these systems of oppression offers new opportunities for activism and resistance. The items in the Intersectional factor capture how teachers explore the interlocking systems in the classroom and work to counter them. For example, teachers can explore privilege and prejudice of various types with their students (item number 21), as well as how inequity is present in the classroom (item number 23). Teachers who engage in intersectional teaching also work to deconstruct cultural narratives with their students (item number 22), through which they work to explore the ideas through which people are marginalized. Lastly, teachers must design their curriculum to counter inequity and marginalization in their classroom (item number 24). Through these actions, teachers can engage in critical literacy pedagogy. Figure 5.2 details the scale.

Critical Literacy Pedagogy Scale	
Relevant	•I ask my students to create a product that responds to a real-life situation regarding students' lives & community. •I ask my students to create a product that revolves around or includes their own interests. •I ask my students to connect text and media read/watched to their lives, experiences, & current events. •I ask my students to discuss how what they learn in class applies to life.
Reflexive	•I ask my students to explicitly question their previously held beliefs. •I ask my students to examine their own privileges and/or disadvantages. •I ask my students to explicitly discuss their implicit biases.
Deconstructive	•I ask my students to focus on how an author's bias affects how and why they create text or media. •I ask my students to focus on looking at the context of when text or media was written or produced. •I ask my students to focus on the way text or media frames an argument. •I ask my students to focus on deconstructing why they understand text or media the way they do.
Dialogic	•I ask my students to examine multiple texts or perspectives on a single topic. •I ask my students to discuss questions that have no correct or singular answer. •I ask my students to consider another person's viewpoint on a debated issue.
Empowering	•I ask my students to explicitly examine who is marginalized and is not marginalized from text or media. •I ask my students to focus on how systems of oppression are manifested in text or media. •I ask my students to discuss how systems of oppression are manifested in the classroom, school,& community? •I ask my students to examine how power dynamics are enacted within text, media, and/or society
Transformative	•I ask my students take social action to counteract systemic inequity. •I ask my students to redesign text or media to create a version of the work that promotes equity.
Intersectional	•I explore issues of privilege and prejudice in my classroom. •I work with my students to deconstruct grand, cultural narratives. •I explore issues of inequity with my students, as they expand from the classroom, the school, & the community. •I design my curriculum and instruction to intentionally counter systemic inequity.

Figure 5.2. Critical Literacy Pedagogy Scale.

Significance of the Study

Teaching critical literacy has been proclaimed as urgent and important (Norris et al., 2012). Critical literacy allows students to re-present themselves and redesign their society (Shor, 1999) by analyzing and questioning discourses, power relations, and identities. The ultimate goal is that both teachers and students work together to produce more equitable and just classrooms, schools, and communities.

This study qualitatively determined the factors of critical literacy pedagogy and quantitatively validated the qualitative results. Although there are a variety of models/frameworks of critical literacy that teachers can choose from, previously there was no validated set of classroom instructional practices for critical literacy instruction. During the

interviews conducted for the qualitative portion of this study, teachers stated the dual need for better training in how to teach critical literacy as well as a clearer idea of what critical literacy instruction is. For example, one participant, Pauline, stated that she knew teachers “need[ed] to be providing critical literacy opportunities,” but “critical literacy [has] not been truly defined, I think, for teachers who have been in the trenches.” Ernest stated he felt teachers needed “a lot of research and…some things to support us. Talking about critical literacy is not just something that you observe. It’s something that needs [to be] substantiated.” This research aimed to meet his need.

Furthermore, Pauline noted that she had received no training on teaching critical literacy. By validating critical literacy pedagogy, we as teacher educators and researchers have a better idea of the widespread practices that can be used in any setting in the U.S., which enables us to better prepare educators to engage in this type of instruction. Additionally, the scale created during this research will allow teachers to assess themselves to see the areas in which they can improve. Moreover, researchers will be able to use the scale to further investigate critical literacy and the classroom practices that lead to students engaging in transformative work both now and in the future. The ultimate goal is that both teachers and students can be agents for change by re-producing more representative and equitable texts, and in doing so, reconstruct social norms, rules, and knowledge to be more socially just.

Perhaps the most significant contribution this study makes to the critical research field is applying quantitative methods to explore a postmodern, post-structural, critical pedagogy. By definition, such a construct defies traditional quantitative study. Nevertheless, due to this study’s purpose of operationalizing the construct of critical literacy pedagogy, including the generalization of the operationalization to a large sample, quantitative methods were necessary.

As a pragmatic researcher, I employed the use of mixed methods both to include a qualitative component—which I determined would assist me in defining the construct—as well as to break down traditional binaries between quantitative and qualitative research.

Though critics will undoubtedly take issue with my approach, I encourage other critical researchers to question both how we can use mixed and quantitative methods in a transformative paradigm to explore critical ideas and issues. Through such exploration, we may counteract the traditional notions regarding quantitative research as well as further the ideas within the critical field. Though the reasons why are debatable, there is little doubt that currently the research community often privileges quantitative research. By engaging more with the quantitative, we, as critical researchers, may access the power associated with traditional "empirical" research and give our constructs a louder voice and a wider audience. Only then can we transform research communities. To use a well-known metaphor, we must first gain a seat at the table before we can participate in the conversation.

Limitations and Future Research

Validity is always a primary concern in scale development, and this scale is no exception. A prominent threat to internal validity is that the CLP scale utilizes teachers' self-reporting of practices. The validity of self-report measures rests in the assumption that respondents are able to answer truthfully and accurately (Groves et al., 2009). However, truthful responses are jeopardized if the scale is used for unintended purposes, such as teacher evaluation. Furthermore, teachers may be more likely to overestimate their use of practices if they feel certain responses are more socially desirable than others.

A threat to external validity is that this scale was not validated with a random sample of U.S. teachers. The use of a purposeful and snowball sample in this study made the study

possible, as the sampling frame enabled me to have enough participants. Furthermore, I desired variability in my sample in order to validate the scale. Nevertheless, without a random sample I am not able to accurately generalize the results to the teaching practices of U.S. K-12 teachers. Future research will employ random sampling to refine the scale and generalize the results.

In addition, the use of CFA involves limitations. For example, CFA utilizes multiple fit indices (e.g. CFI, TLI, and RMSEA), with researchers often reporting different fit indices and altering criteria for these indices. As a result, there are many discrepancies among CFA results. To counter these limitations, I evaluated practical significance of the results, along with their relation to theory (Comrey & Lee, 1992).

In future research, I will continue to explore critical ideas and issues through mixed methods and quantitative research. In regards to this study, I will continue to test the construct validity of the scale and will work to improve reliability of the Relevant and Transformative subscales. I plan on working with more homogenous populations to see if the findings hold up among the separate disciplines and grade levels. Future research will also examine how teacher education programs and professional development can help teachers develop critical literacy attitudes and implement pedagogical praxis in their classrooms.

Conclusion

The overarching goal of this study was to operationalize the construct of Critical Literacy Pedagogy (CLP) and to create a scale that targeted instructional practices regarding teaching critical literacy. To determine the instructional practices, I used a theory- and data-driven approach grounded in the strengths of qualitative and quantitative methods.

The findings of this study are significant for researchers and practitioners. Ultimately, researchers can use the scale to conduct further research on CLP, and teachers can better know

how to engage in CLP in their classroom. With the recent uptake of critical literacy in both research and teaching, this study contributes unique findings to the field. This research provides the teaching practices needed to engage in CLP. Ultimately, teachers across the U.S. will hopefully seek to engage in CLP, teach students to be critically literate, and work for a more socially just society alongside their students. Though these findings present some ways to teach critical literacy, the practices determined in this study are not the only ways to engage in CLP. Future research will endeavor to discover more regarding CLP implementation. Nevertheless, this study took the needed first step by operationalizing CLP.

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APPENDICES

Appendix A

Exploration of Critical Literacy Interview Teacher Recruitment Letter

Dear [Teacher Name],

I am writing to let you know about an opportunity to participate in a research study regarding teaching critical literacy. This study is being conducted by Casey Medlock Paul at North Carolina State University. This study will specifically explore how teachers can incorporate critical literacy into their lessons.

You are being asked to participate in this study because you have shown evidence of teaching critical literacy in your classroom. This study will help others learn how to teach critical literacy.

If you agree to participate in this study, you will participate in a 30-45 minute interview at a convenient location of your choosing. Interviews can be conducted over the phone or digitally as well. You will also be asked to provide a lesson plan that you feel contains elements of critical literacy.

If you would like to volunteer or would like additional information about this study, please email Casey Medlock Paul at cmmedloc@ncsu.edu. Agreement to be contacted or a request for more information does not obligate you to participate in any study.

Thank you for considering this research opportunity.

Sincerely,
Casey Medlock Paul, M.A.
North Carolina State University

Appendix B

Exploration of Critical Literacy Interview Expert Recruitment Letter

Dear [Expert],

I am writing to ask you to participate in a research study about how to prepare K-12 teachers to teach critical literacy in their classrooms. This study is being conducted by Casey Medlock Paul at North Carolina State University. This study will specifically explore the construct of critical literacy and how teachers can incorporate it in their classrooms.

You are being asked to participate in this study because of your expertise on critical literacy. This study will help K-12 teachers learn how to teach critical literacy.

If you choose to participate in the study, you will participate in a 30-45 minute interview that will be conducted over the phone or through Skype.

If you would like to volunteer or would like additional information about this study, please email Casey Medlock Paul at cmmedloc@ncsu.edu. Agreement to be contacted or a request for more information does not obligate you to participate in any study.

Thank you for considering this research opportunity.

Sincerely,
Casey Medlock Paul, M.A.
North Carolina State University

Appendix C

Semi-structured Interview Protocol
Exploration of Critical Literacy

Thank you for agreeing to participate in this study. The purpose of this study is to investigate the concept of critical literacy and how K-12 teachers can incorporate it into their lessons and classes. Your answers will be confidential. I will use pseudonyms on all notes and reports. Is it ok if I audio record this interview? If you want to stop at any time, or stop recording at any time, just let me know. Do you have any questions before we begin?

1. First, tell me about yourself and your experience in education.
    a. What is your gender and racial identity?
    b. What is your age?
    c. How long have you taught?
    d. What subject(s) and grade level(s) do you teach/have taught?
    e. What is your highest degree level, and what subject is it in?

2. I'd like to discuss your views on the purpose of education. What is your philosophy of education?

3. How would you define critical literacy? What does it mean to you?

4. How did you become familiar with this idea of critical literacy?

5. What skills or knowledge you think students should learn as part of critical literacy?

6. In what classes or subjects should critical literacy be taught? What age levels?

7. How do you incorporate critical literacy in your lesson plans and teach critical literacy in your classes?

8. What knowledge, skills, and attitudes do you think a teacher needs to in order to teach critical literacy?

    -Knowledge means what a teacher needs to know.
    -Skills means what a teacher needs to be able to do.
    -Attitudes means what they need to believe.

9. What challenges do you encounter when teaching critical literacy?

10. Do you feel teaching critical literacy is important? Why or why not?

11. Anything else you would like to share?

Probes include:
Can you tell me more about that?

What do you mean by __________?

Appendix D

Observation Protocol

Themes Identified from Interviews	**Field Notes Related to Themes**
Relevant: Evidence that teacher has designed the curriculum and/or is conducting the class to be relevant and inclusive of students' identities, lives, experiences, cultures, and current events.	
Reflexive: Demonstrating that the teacher is acknowledging, exploring, or learning about his/her own biases. Having students acknowledge, explore, or learn about their own biases.	

Deconstructive: Deconstructing or dissecting texts, videos, etc. to look at the text features as well as the author's bias, intent, purpose, etc.	
Dialogic: Exploring literacy as a social practice by exploring multiple perspectives and meanings of a text. In particular, this exploration occurring through dialogue and questioning.	

Empowering: Examining issues of power in text, the classroom, school, and/or society in order to counter deficit mindsets and empower students.	
Transformative: Considering how society can be transformed to be more equitable and creating opportunities for social action.	

Other Themes:	

Appendix E

Instrument Items

Item	Item Reference Number
Write for a diverse audience (e.g., non-mainstream).	P1
Analyze different types of text (not just written by Eurocentric authors).	P2
Examine the goal of the author in writing a text.	P3
Examine an author's bias.	P4
	P5
Look at the context of when a text was written.	P6
Discuss their implicit biases	P7
Read texts that present perspectives that are new to them.	P8
Name the way a text frames an argument.	P9
Name how a text works in society.	P10
Analyze stereotypes.	P11
Deconstruct their understanding of a text.	P12
Deconstruct a text’s features (e.g., characters, language, setting, themes).	P13
Determine the facts presented in a text.	P14
Examine multiple texts or perspectives on a single topic.	P15
Explore the difference between facts and opinions that are stated as facts.	P16
Consider how the words others use affect them.	P17
Examine an issue or text from another culture's perspective.	P18

Consider how a person's background influences their perspective.	P19
Question previously held beliefs.	P20
Be critical of what they read.	P21
Develop abstract, open-ended questions.	P22
Create a text or project that provides a new perspective on an issue.	P23
Discuss questions that have no correct or singular answer.	P24
Reflect on how their background affects their interpretation of a text.	P25
Dissect the language used in text or media.	P26
Question whether they should believe what they have read.	P27
	P28
Ask more questions than I provide answers.	P29
Encourage my students to be skeptical of what the information they encounter.	P30
Be objective when teaching my students about controversial issues.	P31
Discuss multiple viewpoints from opposing sides.	P32
Ask open-ended questions.	P33
Teach students how to navigate disagreement and opposition to their beliefs.	P34
I work with my students to deconstruct grand cultural narratives (e.g., the idea of the American Dream or American Exceptionalism).	P35
Create an authentic composition for a real-life situation.	R1

Compose a product (written piece, video, etc.) about their own interests.	R2
Write in the language dialect of their choice.	R3
Read about social or political issues.	R4
Respect other people's opinions.	R5
Explain their reasoning behind an answer to an open-ended question.	R6
Consider a time they were disadvantaged or lacked privilege.	R7
Consider another's viewpoint.	R8
Assess how what they learned applies to life.	R9
Tell their own stories about their own experiences.	R10
Help design the course, lessons, or units.	R11
Discuss political or social issues.	R12
Redesign a text through writing or creating a multimodal presentation.	R13
Rewrite a text to have a different plot, character, or ending.	R14
Discuss open-ended questions.	R15
Reflect on why they chose to write the way they did.	R16
Reflect on the purpose of their writing.	R17
Connect a text to their life.	R18
Connect a text to current events.	R19
Alter my plans or curriculum to better reflect my students' interests.	R20
Challenge all of my students with my curriculum.	R21
	R22

	R23
Choose texts based on my students' interests and experiences.	R24
Connect my instruction to real-life experiences.	R25
Purposely included authors of different cultures, races, and/or religions in the curriculum.	R26
Teach the state standards/required curriculum with relevant social and political issues.	R27
Create a safe space where my students can be vulnerable.	R28
Allow my students to take control of their learning.	R29
Allow my students to choose the what they read in class.	R30
Intentionally counter my deficit thinking (i.e., that certain students are unable to accomplish what others can).	R31
Incorporate multimodal texts into the curriculum.	R32
Teach my students to communicate, not just read and write.	R35
Incorporate speaking and listening in my classes.	R36
Teach grammar explicitly.	R37
Teach grammar in context of writing.	R38
Consider the assets each of my students bring to school.	R39
Be able to be vulnerable with my students.	R40
Discuss political or social issues in my class.	R41
Use texts or media by authors of different cultures, races, and/or religions in my classes.	R42
Be invested in my students' lives.	R43

Have my students to come to their own conclusions instead of being told an answer by me.	R44
Hear every students' thoughts and opinions.	R45
Have a student-centered curriculum.	R46
Literacy is more than just reading and writing.	R47
Examine who benefits and does not benefit from a text.	C1
Consider what is equitable in a situation.	C2
Explore the difference between equality and equity.	C3
Consider how systems of oppression are manifested in text.	C4
Consider how systems of oppression are manifested in the classroom, school, and/or community.	C5
Think about how they can be agents for change.	C6
Reconstruct a text to be more equitable.	C7
Consider how the words they use affect others.	C8
Examine their own privileges.	C9
Examine whose voice was excluded in a text.	C10
Reflect on the power structures present within their schools and communities.	C11
Discuss their implicit biases.	C12
Reflect on how they can use what they have learned to improve society.	C13
Share what they have learned with others who outside of the classroom.	C14
Examine how power is enacted with gender, race, class, sexuality, etc.	C15

Teach the skills required by state standards while exploring power dynamics.	C16
Teach my students that they have power over how they learn.	C17
Teach my students that they have power with their words.	C18
Create a safe space where my students can express their implicit biases.	C19
Teach students about systemic inequity.	C20
Teach students how to perpetuate change.	C21
Take social action to address inequity.	C22
Redesign text to represent the voices of traditionally marginalized people.	C23
Teach students how to advocate for themselves.	C24
Teach students how to access power in society.	C25
Explore ways to counteract systemic inequality.	C26
Evaluate how my implicit biases inform my teaching.	C27
Explore issues of privilege (e.g., socioeconomic, racial).	C28
Work towards changing society to be more equitable, starting in my classroom.	C29

Appendix F

Semi-Structured Cognitive Interview Protocol

Exploration of Critical Literacy

Thank you for agreeing to participate in this study. The purpose of this study is to review a survey that I am developing and make sure the question items and answer choices are clear. Your answers will be confidential. I will use pseudonyms on all notes and reports. You will not be audio recorded. I will make notes of your responses and any potential changes that need to be made to the survey based on your feedback. If you want to stop at any time, just let me know. Do you have any questions before we begin?

1. Can you read the question aloud?

2. Can you repeat the question in your own words?

3. What does the term mean to you?

4. Tell me what you are thinking (when the participant pauses).

5. Was that question easy or difficult?

6. How do you remember what you have taught in a typical semester?

7. How did you arrive at that answer?

8. How sure are you of that answer? Why?

Appendix G

Cognitive Interview Recruitment Letter

Dear [Name],

I am writing to ask you to participate in a research study about how to prepare K-12 teachers to teach critical literacy in their classrooms. This study is being conducted by Casey Medlock Paul at North Carolina State University. This study will specifically explore the construct of critical literacy and how teachers can incorporate it in their classrooms.

You are being asked to participate in this study because of your work as an educator. This study will help K-12 teachers learn how to teach critical literacy.

If you choose to participate in the study, you will participate in a 30-45 minute interview that will be conducted at a location convenient to you or virtually. You will be asked to complete a survey and respond to questions regarding the items and answer choices. The goal of this interview is to help the researcher make the survey items and answer choices clear and meaningful.

If you would like to volunteer or would like additional information about this study, please email Casey Medlock Paul at cmmedloc@ncsu.edu. Agreement to be contacted or a request for more information does not obligate you to participate in any study.

Thank you for considering this research opportunity.

Sincerely,
Casey Medlock Paul, M.A.
North Carolina State University

Appendix H

Survey Recruitment Letter

Dear (Teacher):

Would you be willing to take an online survey asking questions about teaching during your typical semester in order to help other teachers learn about teaching? I am a Ph.D. student at North Carolina State University and am conducting research on teaching critical literacy. The purpose my research study is to gain a better understanding of the pedagogical practices used to teach critical literacy, and I need your help!

Participating in the survey could inform your own teaching as well as help other teachers learn about teaching.

Plus, you will be entered into a lottery to receive a $200.00 gift card! If you have any questions, please email me at cmmedloc@ncsu.edu.

Below is your survey link.
Follow this link to the Survey: ${l://SurveyLink?d=WillSendToSurvey}

Or copy and paste the URL below into your internet browser: ${l://SurveyURL}

Follow the link to opt out of future emails: ${l://OptOutLink?d=Click here to unsubscribe}

Sincerely,
Casey Medlock Paul
Ph.D. Candidate
North Carolina State University

Appendix I

Pearson Product Moment Correlations by *A Priori* Factors

Correlations for Items Related to "Relevant" Factor

	1	2	3	4	5	6	7	8
1. Authentic Product	1.00							
2. Product Interest	0.65	1.00						
3. Own Stories	0.33	0.43	1.00					
4. Connect Text	0.34	0.30	0.46	1.00				
5. Apply to Life	0.27	0.25	0.47	0.35	1.00			
6. Redesign Plans*	0.19	0.16	0.11	0.33	0.08	1.00		
7. Choose Interests*	0.09	0.08	0.10	0.14	0.02	0.27	1.00	
8. Choose Read*	-0.01	0.04	0.09	0.10	0.01	0.07	0.15	1.00
9. Attention to Popular Culture*	-0.03	-0.06	-0.11	-0.10	-0.11	0.04	0.03	0.17

Note. * indicates item assessed teachers' attitudes and personal actions.

Correlations for Items Related to "Reflexive" Factor

	1	2	3	4	5	6	7
1. Student Implicit	1.00						
2. Beliefs	0.48	1.00					
3. Privilege/ Disadvantage	0.47	0.49	1.00				
4. Why Write	0.36	0.25	0.36	1.00			
5. Less Capable*	-0.05	-0.07	0.02	-0.01	1.00		
6. Teacher Implicit*	-0.03	-0.03	0.06	0.01	0.10	1.00	
7. Privilege/ Prejudice*	0.18	0.14	0.25	0.14	0.03	0.19	1.00

Note. * indicates item assessed teachers' attitudes and personal actions.

Correlations for Items Related to "Dialogic" Factor

	1	2	3	4	5	6
1. Multiple Texts	1.00					
2. Develop Questions	0.39	1.00				
3. Discuss Questions	0.40	0.54	1.00			
4. Other View	0.43	0.39	0.50	1.00		
5. Multiple Views*	-0.02	0.01	-0.05	-0.03	1.00	
6. Speaking*	-0.11	-0.08	-0.16	-0.08	0.25	1.00
7. Open Questions*	-0.18	-0.26	-0.34	-0.22	0.22	0.15

Note. * indicates item assessed teachers' attitudes and personal actions.

Correlations for Items Related to "Empowering" Factor

	1	2	3	4	5	6	7	8	9	10
1. Marginalized	1.00									
2. Oppressed Text	0.72	1.00								
3. Oppressed Class	0.68	0.70	1.00							
4. Power Community	0.50	0.50	0.65	1.00						
5. Power Text	0.60	0.65	0.62	0.52	1.00					
6. Inequity*	0.10	0.13	0.17	0.13	0.11	1.00				
7. Words*	-0.18	-0.18	-0.15	-0.20	-0.15	-0.04	1.00			
8. Maintain Identity*	0.06	0.06	0.07	0.11	0.08	0.12	0.04	1.00		
9. Own Conclusions*	-0.15	-0.14	-0.16	-0.10	-0.10	0.01	0.19	0.14	1.00	
10. Advocate*	-0.06	-0.10	-0.12	-0.10	-0.12	-0.01	0.20	0.17	0.22	1.00
11. Issue of Power	0.09	0.09	0.08	0.12	0.12	0.48	-0.05	0.25	0.11	0.09

Note. * indicates item assessed teachers' attitudes and personal action.

Correlations for Items Related to "Transformative" Factor

	1	2	3	4	5	6
1. Redesign Texts	1.00					
2. Social Action	0.71	1.00				
3. Counteract	0.64	0.84	1.00			
4. Improve Society	0.37	0.45	0.48	1.00		
5. Change Society*	-0.40	-0.51	-0.48	0.05	1.00	
6. Perpetuate Change*	-0.41	-0.37	-0.35	-0.12	0.54	1.00
7. Design Curriculum*	0.19	0.27	0.25	0.20	0.04	0.03

Note. * indicates item assessed teachers' attitudes and personal actions.

Appendix J

Critical Literacy Pedagogy Scale

Directions: The next several questions will ask you about how often you ask your students to do certain activities. Think of the last semester or class you taught. Answer the question by indicating the frequency that you had your students do the activity mentioned in the question. (The option daily refers to each day you teach your students). Choose only one answer.

In the past semester, how often did you ask your students to…

1. Create a product (written, piece, video, etc.) that responds to a real-life situation regarding students' lives, their community, etc.?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

2. Create a product (written piece, video, etc.) that revolves around or includes their own interests?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

3. Connect text or media read or watched in class to their lives, experiences, and/or current events?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

4. Explicitly discuss how what they learn in class applies to life?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

5. Explicitly question their (the students') previously held beliefs?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

6. Examine their (the students) own privileges and/or disadvantages?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

7. Explicitly discuss their (the students') implicit biases (e.g., biases towards certain races, language dialects, genders, sexual orientations, etc.)?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

8. Focus on examining an author's bias (how author's background, values, affiliations, etc.) affects how and why they write/create text/media)?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

9. Focus on looking at the context of when text or media was written or produced?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

10. Focus on the way text or media frames an argument?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

11. Focus on deconstructing why they (the students) understand text or media the way they do (e.g., how their background/experiences influence their understanding)?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

12. Examine multiple texts or perspectives on a single topic?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

13. Discuss questions that have no correct or singular answer?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

14. Consider another person's viewpoint on a debated issue?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

15. Explicitly examine who is marginalized and is not marginalized from text or media?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

16. Focus on how systems of oppression (e.g. racial, sexual, economic, etc.) are manifested in text or media?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

17. Discuss how systems of oppression are manifested in the classroom, school, and/or community?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

18. Examine how power dynamics (with gender, race, class, sexuality, etc.) are enacted within text, media, and/or society?

○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

19. Take social action to counteract systemic inequity?
○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

20. Redesign text or media to create a version of the work that promotes equity?
○ Never ○ Once a month ○ 1 to 3 times a month ○ Once a week ○ 2 to 4 times a week ○ Daily

The next several statements will begin with the phrase "As a teacher, I..." Please choose how strongly you agree or disagree with each statement.

As a teacher, I…

21. Explore issues of privilege and prejudice (e.g., socioeconomic, racial) in my classroom.
○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree

22. Work with my students to deconstruct grand cultural narratives (e.g., the idea of the American Dream, the idea of American Exceptionalism, the notion that girls wear pink/boys wear blue).
○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree

23. Explore issues of inequity (e.g., poverty, racism) with my students, as they expand from the classroom into the school and into the community.
○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree

24. Design my curriculum and instruction to intentionally counteract systemic inequity.
○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree